THE DEVELOPMENT, PRESENTATION, AND EVALUATION OF
A UNIT IN EDUCATIONAL PSYCHOLOGY WITH
REFERENCE TO CONTENT, ORGANIZATION,
AND METHOD

DISSERTATION

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By

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Purpose of Study

This study attempts, first, to investigate the possibility of developing a unit in educational psychology about the causal factors in self-confidence based on an analysis of critical incidents affecting self-confidence written by students. The second aspect of the study evaluates three methods of presenting the aforementioned unit: group decision, group discussion, and lecture method. The criteria for effectiveness of each method will be measures of the students' attitudes, of their ability to solve case incidents involving self-confidence, and of their factual knowledge of self-confidence and its underlying dynamics. The resulting measures of the criteria will be independent of the part of the measures accounted for by the student's scholastic ability, scholastic achievement, pre-attitude score, pre-application score and pre-factual knowledge score.

Scope of the Problem

In teaching educational psychology as in teaching any course, the following two problems tend to concern the conscientious teacher: first, what should the content of the course be and how should it be organized;
second, in what manner or by what method should the content be presented to the students?

There is a sizeable body of quantitative literature dealing with the relative effectiveness of various methods of subject matter presentation, but there is a very noticeable lack of similar research in the area of content development and organization. That some relationship exists between them is implicit in the literature; however, no systematic attempt has been made to deal with both of these problems as part of the larger problem of curriculum development.

In dealing with the problems of content, sequence, and method, there are at least three important variables that one must consider:

1. The course objectives

2. The characteristics of the students

3. The nature of the teacher's personality

It is the writer's opinion that these variables are interrelated in such a way that one cannot speak of one without some consideration of the other. Thus, one cannot speak of a method of teaching without some concern for what the objectives in any particular setting are, what the students are like, and the nature of the teacher's personality. Likewise, one should not talk
about the content and its structure in any subject without consideration of these same variables.

The researcher who deals with content, sequence, or method must make some provision for objectives, student characteristics, and teacher characteristics in his study; otherwise his results will be contaminated or untranslatable into any meaningful conclusions of theoretical or practical import. In a survey of the literature in the areas of content, sequence and method, to follow later in Chapter I, it was found that research efforts have been grossly inadequate in accounting for all or some of these important influences on content or method. This in turn partly accounts for conflicting or indeterminate results frequently reported.

Objectives, student characteristics, and teacher characteristics can be further sub-divided in terms of differentiated aspects which the author believes to have significance for determining content, sequence, and method.

Objectives: Courses with the same name differ widely in the objectives they propose to reach from school to school. Some are very definite and specific; others are extremely broad and general. Objectives can be classified into the following three broad groups:
1. **Personal-social growth or change**: This includes a wide variety of aspects, such as attitudes, appreciation, adjustment, and other personality traits.

2. **Application**: This group of objectives centers around the acquisition of skills or understandings that will enable the student to behave in the desirable way in a later situation (i.e., the teacher handling a classroom problem in the best manner possible in light of present knowledge as a result of what she learned in a course in educational psychology).

3. **Acquisition of Information**: Objectives in this area center around the concern that students acquire a body of knowledge as defined by the subject area being taught.

Many teachers state objectives for their courses which fall in more than one of these areas. However, the bulk of these objectives are ill-defined and vague in nature, and the instructor can seldom produce any satisfactory evidence that would indicate the extent to which his students had achieved the objectives.

In conducting research in which objectives must be considered and thus become variables that are to be
included in the design, two problems must be adequately cope with.

1. **Definition:** The objectives must be so stated and defined that the behavioral correlates are explicit. A definition should show the direction necessary to take in order to measure it. In any specific research study, the explicit definition should be followed by an operational definition of the objective or objectives as they are conceived in the research.

2. **Measurement:** When the definition is stated in operational terms, the behaviors to be measured become apparent through the definition or they are stated in the definition. The problem of how to measure these behaviors remains as an important aspect of the research. A great deal of care is necessary in developing an instrument that can be demonstrated to be both valid and reliable.

**Student Characteristics:** The composition of the student group has implications for objectives as well as for content and method. The following characteristics appear from a review of the literature to be most relevant at present:

1. Students' needs and goals. The degree and nature of their motivation. (Is this group
preparing to be future teachers, engineers etc., or is it seeking a liberal education?)

2. Intelligence: What is the range of ability and what are the distinguishing features of its distribution?

3. Achievement: What is the range of previous achievement, the nature of its distribution and its relationship to ability?

4. Personality factors: Here many variables have been considered from time to time, such as the level of anxiety, indexes of personal-social adjustment, degree of rigidity, sociometric measures, and many others.

Some of the personality factors as well as some types of objectives are easier to define and measure than others and thus are more often found incorporated in research designs. Some of these factors are ability and achievement in the area of student characteristics and information in the area of objectives.

Teacher Characteristics: This area is at present unexplored in terms of its relationship to content and method. It is commonly observed, however, that teachers not only have strong preferences for content and method but differ in their effectiveness from one method to another as well as with various types and structurings of
content. Others have been observed to feel very uncomfortable when using a specific method in spite of their belief and desire to succeed with this method. The problem then seems to be one of identifying those teacher characteristics that are related to specific methods and/or content. If this information is available, the teacher might be allowed to develop his competence along the most advantageous lines. Also, the administration could hire a person who would be most apt to succeed when placed in the particular constellation of variables present in his department. Thus, if it is found that a particular type of course with a certain type of student clientele and a well-defined set of objectives is most effectively and efficiently taught be a particular method, it would be possible to seek an instructor who would have the personal characteristics most likely to lead to success with this method.

Summary

The problem area described above is so broad and contains so many facets that any one piece of research could not delve into all its varied aspects. Rather, a coordinated group of studies is necessary to explore the area and to plot its limits and to further carry it into special subjects. The study that follows covers but a portion of
the above problem while trying either to hold constant, or to distribute randomly, other aspects of the problem.

History of the Problem

Prior to reviewing what others have done and said about content and method in educational psychology, some of the more generally accepted objectives will be made explicit. Only courses in educational psychology taught to teachers-in-training will be considered, primarily the elementary course in educational psychology.

Two general approaches to the teaching of psychology tend to condition any statement of objectives. On the one hand, is the point of view exemplified by B. F. Skinner (93) in which psychology is presented as a scientific discipline and the student is left to make what he can of the presentation in terms of his own behavior. Skinner's position is the first and would still appear to be the predominant approach in educational psychology in which the various learning theories are presented in their theoretical form. On the other hand is the position with which S. L. Pressey is so closely identified which holds that the course in psychology should do something for the "whole" individual's development (81, 83). Pressey's position seems to be gaining more and more acceptance as time passes.
A committee of the National Society of College Teachers of Education was appointed in 1947 to determine the role of educational psychology in teacher education. The committee devoted considerable time to this problem and contributed what seems to be the most widely accepted set of objectives in educational psychology.

A brief statement of the committee's position is reported by Anderson (2) who lists three major objectives:

1. The student should gain a knowledge and understanding of a body of knowledge and the principles derived from it, which will contribute to his ability to solve educational problems.
2. The student should leave the course with an objective and experimental approach to educational problems.
3. The student should possess certain skills in dealing with children in the school environment and with all persons in social relations.

These objectives are further defined in the committee's final report in the chapter by H. N. Rivlin who describes the following five goals of educational psychology in the teaching of prospective teachers (75):

1. The study of educational psychology should develop the student's interest in people, both children and adults and help him to understand them.
2. The study of educational psychology as part of a teacher education program should have a favorable effect on the attitudes, behavior and psychological understanding of students in both personal and professional relationships.
3. The study of educational psychology should enable the student to use the body of knowledge that is derived from research studies in this field and that help explain the ways in which learning occurs.

4. The study of educational psychology should improve the effectiveness of the prospective teacher's ability to learn.

5. The study of educational psychology should foster the student's appreciation and understanding of research in education. (76)

Content Development and Organization

The typical approach to the development and organization of content has been a fairly arbitrary and empirical one. In spite of widespread concern and criticism of existing programs and approaches in educational psychology, the development of a course is still largely done by arbitrary means (20, 39, 83, 109).

The inadequacy of present content and organization has been recognized through the formation of committees, to grapple with the difficulties. These committees for the most part make use of a synthesis of existing evidence which is primarily qualitative in nature and hence their work, almost from necessity, assumes an empirical tone. Thus, even in this area, the often-lamented lack of basic research in educational psychology is felt (47).

However, the work of these committees is commendable in offering guides, defining the status quo, and pointing
out spots in which information and understanding is inadequate.

The "Cornell Report" deals with the evaluation and development of the over-all undergraduate program in psychology (110). In educational psychology two committees have done the bulk of recent thinking on these problems: the Committee on the Contributions of Psychology to Education of the Educational Psychology Division of the American Psychological Association (87) and, more prominently, the Committee on Educational Psychology in Teacher Education of the National Society of College Teachers of Education (76). It is from these committee reports or from articles by individual members of the committees that one finds most of the information about the content and organization of educational psychology today and in the past.

The nature of the content in courses in educational psychology and their organization can probably best be traced by a chronological examination of textbooks in educational psychology. Anderson (2) has identified five groupings under which textbooks and courses in educational psychology might be classed:

1. Those which deal primarily with a body of content concerning the human organism.
2. Those which deal with the psychology of learning in different environmental structures
3. Those concerned with the tools, techniques and research methods in educational psychology
4. Those which make an application of educational psychology to special educational problems
5. Courses which involve a synthesis of all of those above

Blair (8) made an intensive content analysis of five textbooks published in 1948 and found over twenty-five topics included in one or more of these texts, but the difference in amount and nature of coverage varied tremendously from author to author. He found major attention given to the areas of (a) growth and development, (b) learning, (c) adjustment, and (d) evaluation; however, even here the books differed greatly in the amount of space afforded each area. This is in contrast to the complete absence of attention to adjustment and development in the earliest textbooks in the field (7, 76).

The committee of the National Society of College Teachers of Education suggests the following topics as the
minimal number that should be presented in any course in educational psychology: (76)

1. Motivation
2. Development of personality
3. The longitudinal process of individual development
4. Learning
5. The psychology and role of the teacher

In writing their chapter on the organization of content in the National Society of College Teachers of Education report (76), Trow and Blair conclude from their survey of the texts and literature that the textbook organization of material is formal. It is based on the logical relationships of subject matter and not on relationships to school subjects or to the nature of the learner. They have also noted the replacement of the instinct and volition chapters with material on personality growth and dynamics and the increased emphasis on development and individual differences. New discoveries and theories show considerable time lag before they are included in a textbook and then are often given only superficial treatment.

Two of the most recent and more widely accepted textbooks reflect a continuing evolution in educational psychology content with increasing emphasis on the social-
ization of the child and learning in the social context, sometimes referred to as social learning.

Several colleges and universities, such as The Ohio State University, offer rather unique courses in educational psychology based on manipulation of content, objectives and methods but none of them, in spite of their promise, seem to have gained widespread acceptance. The lecture presentation of textbooks prevails in the majority of courses offered in educational psychology today.

Klausner (60) has developed a course around the unifying theme of communication theory, Baller (5), around the study of an individual child by each student. Bruce (14) used the idea of relating fundamental principles to current activities in which the students are engaged. Murphy (74) used a thorough evaluation of the student's current knowledge, attitudes, and experiences through autobiographies and extensive testing. Klausmeier and Swanson (59) based their course on a logical evolution from the factors of teaching competency as defined by the California Council of Teacher Education. Horroocks (51, 52) reports on a problem-centered case study approach through the use of socialized recitation at The Ohio State University.
Classroom Method: It can be seen from the last paragraph above that each of the various content organizations has its concommitant methods implied or integral in its evolution. However, these approaches to teaching educational psychology are largely empirical without any well-defined body of supporting research evidence.

Though the possible methods of teaching any body of content are many, the writer will, for the purpose of this review and the research to follow, confine himself to the methods usually included under the heading of lecture or discussion methods, and introduce evidence that leads to a third method which will be called the group-decision method.

In general, the studies reviewed below have, with some noteworthy exceptions, some weaknesses that make it difficult to evaluate them by any method of grouping. These weaknesses are either a lack of clear description of objectives and methods or the lack of any information about the reliability and validity of the measuring instruments used.

In making comparisons between various studies, the writer of this dissertation will accept the authors' classifications concerning the method as a lecture (teacher-centered) or as a discussion (student-centered)
approach, recognizing a wide variety of differences within each. These methods can be further broadly classified in terms of the outcomes measured as follows: (a) acquisition of information, (b) the ability to apply, and (c) personal-social growth and change.

The acquisition of information or knowledge is the outcome most often reported. In light of current educational objectives, this would seem to be only one of many important outcomes of a course. It is perhaps so often reported more because of its ease of measurement than because it reflects the objectives of the course. In ten studies (17, 24, 42, 46, 48, 54, 57, 85, 96, 107) no significant difference was found between lecture and discussion methods in terms of objective tests given at the end of the course. Three studies (3, 89, 99) found the lecture superior in this respect; however, in one of these (3) the final examination in the discussion groups had no effect on the grade, while it counted heavily on the grade in the lecture sections. It hardly seems that the classroom method employed was responsible for this difference. Three other studies (26, 86, 104) reported results favoring the discussion method but these, being widely divergent in nature, will be mentioned separately. Faw (26), when using a non-directive discussion technique, found the non-directive group significantly better on the
average of three objective tests combined. Nevertheless, as in many of the other studies, all the students were together for two lectures a week. Rickard (86) found that those participating in a discussion class retained more information after a period of time than those in a lecture class. Ward (104), in a rather vaguely designed study, found that those in the upper 25 percent in scholastic ability as measured by the American Council on Education Psychological Examination did better and retained information longer on questions involving understanding when taught by a discussion method than did comparable students taught by a lecture method. Those in the lower quartile did better under a lecture method. Another careful study by Carlson (17), made in conjunction with classes in the air force, found no differences between over-all groups under the two methods and no differences between high, average, or low ability groups as measured by the American Council on Education Psychological Examination. The bulk of evidence, in terms of acquisition of information, tends to support the conclusion that about the same amount of information, as measured by objective tests, is achieved under each method.

In the field of ability of applying knowledge, information or skills, the evidence is sparse and ambiguous.
Ruja (89) and also Ward (104) found the discussion method superior in terms of application; however, neither study is such that any generalizations or implications can be drawn. Carlson (17) and Guetzkow et al. (46) found no significant differences between the two methods in their studies, both of which were well-designed. The types of measuring instruments used varied widely as did their validity and reliability. In brief, not enough clear-cut research evidence is as yet available to warrant any statement regarding the efficacy of one method or the other in the students' ability to apply knowledge.

In the third area, that of personal-social growth and change, there is even greater ambiguity. In the realm of attitude change, what results there are seem to favor the discussion method, especially when results of discussion-decision studies are included. The evidence, however, is inconclusive, particularly as it relates to the traditional lecture-discussion controversy.

Rasmussen (85) reports greater attitude change for discussion sections after a period of six months, but has no supporting statistical data. Wieder (106) also found a greater change in attitudes of prejudice as measured by the California "E" and "F" scales through the use of non-directive socio-drama when compared with a lecture
presentation. On the other hand, Johnson and Smith (57) found no significant difference between measures of development of democratic groups participating in the democratic classes (discussion) were somewhat more sensitive to psychological problems. Various other measures of personal-social change have been reported periodically.

Ruja (89) found no significant differences in overall adjustment as measured by the Bell Adjustment Inventory. Flanders (32) reports a decrease of interpersonal anxiety and an increase of adjustment and ego-integration in an discussion (student-centered) class when compared with the lecture method.

In another study, Bovard (12) had two clinical psychologists evaluate typescripts of group-centered and leader-centered classes; they found those students in the lecture sections more insecure, aggressive, and formalistic, whereas the discussion group was much more sensitive to the expression of feelings.

Bloom, in a rather elaborate analysis of sound recordings of interviews (9), used a technique of "stimulated recall" and found that the students' thoughts in discussion sections were held actively to the immediate situation for a much greater percentage of the time than in lecture sections.
A method of discussion conceived and first studied by Lewin (66) in a context other than classroom teaching has produced some consistently significant results in favor of his method when compared with lectures in changing behavior. The method is variously called "decision method," "group decision," "discussion-decision" or "decision." The basic procedure has been similar in all the studies described below. One group is presented material by a lecture, while another group is given the same information, a clear statement of the problem, and asked to consider the problem in light of the information and come to a group decision as to what should be done about it. The effectiveness of the method is then measured by the number of persons who act upon the basis of the group decision who had not behaved in the desired way previously.

In a pioneer study by Lewin (66) during the early years of the war, research was done in conjunction with an effort to get more housewives to start using "sweet-breads," like kidneys, brains and hearts, to which most of them displayed some resistance. Though both groups of women were about equal in the number of those using sweet-breads at the beginning of the experiment, a follow-up interview one week after the original lecture of the
experiment or decision meetings showed that only four of the forty-one who had participated in the lecture method had used sweetbreads, whereas twenty-three of the forty-four who had participated in decision groups had used them. The method has been successful when employed to increase home consumption of fresh and evaporated milk (84).

In changing health practices, specifically, trying to get more women to use self-examination and more frequent doctors' examinations for detection of breast cancer, the group decision method has been found to be superior to the lecture technique (10, 11). In this study a thirteen-month follow-up was employed, and the decision group still showed consistently higher performance on the behavioral criteria.

The method has been employed in industry (65) and was found much more effective than the lecture technique in getting supervisors to rate workers on the basis of work output rather than on status. The unanimity of the results in these studies and the conciseness of their behavioral criteria lead to the conclusion, at least in these situations, that the decision method is superior in bringing about the desired behavioral change, and to the degree to which this observable behavioral change
reflects attitudinal change, it is possible to say that it is superior in this area. Nevertheless, although data are not available, it would seem reasonable to assume that those participating in lecture groups had as much pertinent information after the lecture as those participating in the decision groups.

If this technique could be adapted to the classroom, the possibility of the same sort of changes is certainly present, but the problem of evaluation becomes acute. In the following study the adaptation of this method is attempted along with lecture and discussion techniques.

Statement of the Problem

The purpose of the present study is to develop a unit in educational psychology and to determine the most effective method of presenting it. There has been some concern in educational psychology about the traditional content and organization of the course, which in the past has been based primarily on the logical relationships between subject matter rather than on the school or learning situation where the student is found (20, 76). This separation of content and context has been particularly felt here at The Ohio State University where a socialized recitation or group discussion approach is used in teaching the subject.
The comprehensive evolution of a unit not only requires an evaluation of content and organization but also an evaluation of the possible methods through which this unit can be presented to the students.

The hypotheses to be tested in this study follow:

A. A unit in educational psychology can be developed directly from a sample of incidents of personal-social interaction between teacher and pupil(s). Specifically, it will be developed from episodes in which a teacher was in some way involved either in the enhancing or the undermining of a student's self-confidence.

1. The use of the critical incident technique (36) will be an effective way of gathering episodes affecting self-confidence.

2. As a result of the categorization and analysis of the critical incidents, relevant information can be found in the psychological literature that will enable one to interpret behavior that affects self-confidence.

B. Students who are exposed to the self-confidence unit will make a significant gain in their knowledge about the psychological foundations of self-confidence, in their ability to apply this knowledge
to case incidents, and in their attitudes about self-confidence as measured by objective tests.

C. In a comparison of the group decision, group discussion, and lecture methods of presenting the unit on self-confidence, with scholastic ability (as measured by the O.S.P.E.) and scholastic achievement (as indicated by P.H.R.) statistically accounted for and with instructors randomized, significant differences will be found in student change depending upon the method of presentation they experienced. Specifically, significant differences will appear in the student's knowledge of the psychological foundations of self-confidence, his ability to apply this knowledge to case incidents, and his attitudes about self-confidence as measured by objective tests.

Rationale behind the Use of Self-Confidence

An essay in which students relate incidents affecting self-confidence has been used successfully as a project in the educational psychology classes at The Ohio State University for many years (82, 95). The more recent textbooks in the field have been emphasizing more and more the effects of social-emotional conditions on learning (21, 67). Research is substantiating opinions taken by psychologists and educators regarding the influences of emotional factors on learning (4, 27, 41, 73).
The general area of self-confidence seems to have a basic place in the needs and emotional structure of the organism. This is most clearly seen in the writings of Maslow (70, 71). In light of the above, it was felt that the consideration of self-confidence would be interesting, meaningful, and of value to the teacher-in-training.

Although self-confidence was chosen for the above reasons, it was also selected because it represented a typical topic in educational psychology. If this approach is successful for this particular unit on self-confidence, it is reasonable to believe that it will be applicable to other units in educational psychology as well, and thus represent an approach to evolving a considerable body of content in educational psychology.
CHAPTER II
PROCEDURE

Part I- The Development of a Unit in Educational Psychology

The first problem in the critical incident technique of developing content is that of obtaining a sample of incidents in a relatively permanent form. A series of critical incidents was obtained in the present study by having all students enrolled in educational psychology during the autumn quarter 1957 participate in the course's "Self-Confidence" project. This project involved the writing of an essay by each student describing two episodes from his school life. One episode described an incident for which a teacher had been responsible which had done the most to develop the student's self-confidence. The other episode described an incident which had done the most to undermine the student's self-confidence.

A mimeographed set of instructions was given to each student, describing in detail what the written assignment required. (See Appendix A.) The instructions asked each student to supply data such as age and grade at the time of the episode, background information, and a detailed description of the incident itself and the circumstances surrounding it. The student was also asked to make a statement about the later effects, if any, of the incident in his life.
From the 391 papers received, one hundred were judged adequate in supplying complete data and a sufficiently detailed relation of incidents. Essays containing obvious fabrications were eliminated.

Every student wrote about one incident that developed his self-confidence and about one that undermined his self-confidence. Each of the two hundred incidents (one hundred developing self-confidence and one hundred undermining self-confidence) were summarized. The summaries included the following information:

1. Sex of student
2. Grade in which incident occurred
3. The teacher behavior that caused the incident
4. The resultant behavior of the student
5. A brief behavioral description of the interaction between student, teacher and the peer group
6. Lasting effects, if any, of the incident

These summaries were then used as the basis for two different approaches to an analysis of the incidents. In the first analysis the sex and grade in which the incidents occurred were used to get frequency tables. The results of this analysis are presented in Table 1 and
Table 2 by grade, sex, percentage of each sex per grade, total percentage occurring in each grade and cumulative percentages.

The second analysis dealt with the content of the incidents apart from sex and grade. The following outline was used:

A. Classification on the basis of teacher behavior responsible for the incident
   I. Sub-Classifications of teacher's behavior fitting under broad description given in A
      a. The nature of the resultant behavior (overt and covert) of the student
         1. A brief behavioral description of the interaction
            a. Lasting effects, if any

An attempt was made to list the teacher's behavior under as few headings as meaningfulness would allow. The incidents developing self-confidence fell into four categories and those undermining it, into five categories. Tables 3 and 4 present an outline of the categorization of teacher behavior and their frequencies. The complete outlines for the episodes will be found in Appendix B, as well as the number of incidents falling into each category.
TABLE 1

CRITICAL INCIDENTS EFFECTING SELF-CONFIDENCE. SUMMARY OF INCIDENTS DEVELOPING SELF-CONFIDENCE BY GRADE AND SEX.

<table>
<thead>
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<th>Grade</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>TOTALS</th>
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### TABLE 2

**CRITICAL INCIDENTS EFFECTING SELF-CONFIDENCE: SUMMARY OF INCIDENTS UNDERMINING SELF-CONFIDENCE BY GRADE AND SEX.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GIRLS Number</th>
<th>Cumulative Number</th>
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<th>Cumulative Percentage</th>
<th>BOYS Number</th>
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<td><strong>I. The use of praise</strong></td>
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<td>A. Deserved praise given in private ....................................................................................................................................</td>
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<td>B. Praise given in front of a group of peers ..................................................................................................................................</td>
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<td>C. Praise given in front of peers after extra hard effort .........................................................................................................................</td>
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<tr>
<td>A. The teacher was sensitive to the student's personal problems and helped to overcome them ................................................................</td>
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<td>B. The teacher was sensitive to the student's educational problems and helped to overcome them ................................................................</td>
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<td>C. The teacher was understanding and gave aid in overcoming a difficult situation ........................................................................</td>
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<td>D. The teacher gave deserved criticism in private ....................................................................................................................................</td>
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<td><strong>III. Giving prestigeful and responsible positions</strong> .................................................................................................................................</td>
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<td>A. Teacher chose student for prestigeful and responsible role ........................................................................................................</td>
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<td>B. Teacher chose student for prestigeful and responsible role well beyond the student's present concept of his capacity .................................................................................</td>
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<tr>
<td>A. Teacher showed a personal interest in student ....................................................................................................................................</td>
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<td>B. Teacher encouraged a specific potentiality .............................................................................................................................................</td>
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TABLE 4
CATEGORIZATION OF INCIDENTS UNDERMINING SELF-CONFIDENCE IN TERMS OF TEACHER BEHAVIOR.

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td><strong>I. Non-constructive criticism</strong></td>
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</tr>
<tr>
<td>A. Non-constructive criticism in front of peers</td>
<td>51</td>
</tr>
<tr>
<td>1. Non-constructive criticism for academic performance</td>
<td>20</td>
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<td>2. Non-constructive criticism for intentional minor misconduct</td>
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<tr>
<td>3. Non-constructive harsh criticism for awkward or unintentional behavior</td>
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<tr>
<td>4. Non-constructive criticism for no objective reason in relationship to student's behavior at the time</td>
<td>11</td>
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<td><strong>II. Teacher insensitivity to student's problems</strong></td>
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<tr>
<td>A. Insensitive to academic problems of student</td>
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<td>B. Insensitive to health or physical problems</td>
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<tr>
<td>C. Insensitive to emotional problems of student</td>
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<td>D. Insensitive to social problems of the student</td>
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<tr>
<td>E. Insensitive to individual differences causing problems</td>
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<td><strong>III. Teacher falsely accused student</strong></td>
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<td>A. Falsely accuse student in front of peers</td>
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<tr>
<td>B. Falsely accuse student in private</td>
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<td><strong>IV. Teacher's behavior toward the student was unfair or unethical</strong></td>
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<tr>
<td>A. The teacher's behavior was unethical</td>
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<td>B. The teacher's behavior was unfair</td>
<td>4</td>
</tr>
<tr>
<td><strong>V. Teacher's behavior toward entire class inadequate</strong></td>
<td>8</td>
</tr>
<tr>
<td>A. The teacher used poor general teaching methods</td>
<td>5</td>
</tr>
<tr>
<td>B. The teacher took a negative attitude toward the whole class</td>
<td>3</td>
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</tbody>
</table>
The information gained from the two analyses described above was used as a basis to find from the psychological, sociological, and educational literature principles and research data that would best explain the psychological and sociological foundations of these groups of episodes.

An examination of the literature indicated that the following general concepts were most applicable. The definition and content of these concepts are contained in the cited references:

1. Dynamic Personality (75)
2. Self-Concept (63, 64, 98)
3. Needs-Motivation (70, 71)

To develop substance and a framework within these general concepts, the following areas of research were found to offer the most meaningful and valid explanations in terms of underlying factors, in that they provide a relatively precise prediction of the student's behavior.

1. Self-Esteem and Esteem from Others
   (19, 29, 68, 71, 79)
2. Interests and Motivation (21, 56, 78)
3. Level of Aspiration
   a. Success and Failure and Level of Aspiration (58, 92)
   b. Personality and Aspiration (92)
c. Group Norms and Aspiration (28)

(4) Praise and Punishment (13, 53, 102)

The information gained from the two analyses and the explanations in terms of principles and research data obtained from pertinent areas in the literature were all used in writing a monograph entitled, "You and Your Students' Self-Confidence," to be found in Appendix C.

The content of the monograph was organized around the theme of recognizing and being able to foster incidents developing self-confidence. The early part of the monograph develops the definition of self-confidence and the situations in which it is likely to be affected. The data from the categorization of the episodes are presented and analyzed. The latter portion of the monograph is devoted to the discussion of the theoretical psychological foundations underlying the episodes and the research evidence that gives support to the theoretical framework. The material throughout is illustrated by actual episodes in an attempt to bring the theory and research into juxtaposition along with the classroom episodes from which it was derived and to which it can be applied to improve the teacher's efficiency.

Case Studies

A series of four case studies was especially prepared for use in class to go with the group decision
and discussion method. The lecturers made use of these case studies in their lectures, but they were not passed out to the students.

The four case studies were named (1) Nancy Adams, (2) Jim Wallace, (3) Mary Ross, and (4) Thomas Kane. The starting points in developing these cases were four major categorizations of teacher behaviors affecting self-confidence. The background material was so altered and added to that the dynamics involved in the students' reactions and present status would be relatively precise and determinable from the information supplied in the case.

In each of the case studies there was information about the student's home, school, physical, social, emotional and intellectual background and some indication concerning his present status in each area. This information was presented from the teacher's vantage point to give the case cohesiveness. The last section of each case described a classroom setting and a behavioral situation described up to a point where some action was necessary on the part of the teacher. The case was terminated at this point with the hope that each class member would identify with the teacher, assimilate the information, and react to the situation immediately rather
than search out the textbook answer before suggesting to himself or others a solution.

In three of the cases—those of Nancy Adams, Mary Ross, and Thomas Kane—the classroom incident was so structured that the teacher would attempt to do what she felt would have the greatest possible effect on the student's self-confidence. In the case of Jim Wallace, the classroom incident and the instructions were developed so that the teacher involved would probably behave in a way that would have the worst possible effect, within reason, on the student's self-confidence. The complete series of case studies will be found in Appendix D.

Part II- The Presentation of the Unit Developed in Part I

During the fifth week of the winter quarter of 1958, 248 students in elementary educational psychology were taught the unit on self-confidence. The unit consisted of one day for pretesting, four days of classroom work, and one day for post-testing. Eight classes and five instructors were involved. Three instructors taught two sections each and two instructors, only one section. During the first week of the spring quarter, two control classes were added and given the pre- and post-test with no intervening unit on self-confidence but with the regular
course sequences. The instructors, the method they taught, and the hour they taught each method and the number of students in each section are shown in Table 5.

It can be seen that the instructors were assigned to methods and hours so that the effects of either of these variables on the dependent variables would be as nearly random as possible and thus not contaminate the results. Except for those teaching the group decision method, each instructor had had previous experience with the method or methods he was teaching and felt comfortable and competent in using the method or methods.

Each method of presentation will be operationally defined in the paragraphs to follow.

Method A: The Group-Decision

Overview. The general approach of this method was to have each of several small groups within a class reach a series of decisions. After each decision they were given more material, the nature of which was determined by their previous decision, and asked to make a new decision. In general, each group eventually arrived at the most appropriate decision. The groups then came together in a general class discussion in an effort to achieve a class decision.
TABLE 5
DISTRIBUTION OF INSTRUCTORS, METHODS, AND TIMES

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>METHOD</th>
<th>TIME</th>
<th>SECTION NUMBER</th>
<th>N</th>
</tr>
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<tr>
<td>EXP A</td>
<td>Group decision</td>
<td>1 PM</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>EXP A</td>
<td>Lecture</td>
<td>2 PM</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>B</td>
<td>Group discussion</td>
<td>8 AM</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>B</td>
<td>Lecture</td>
<td>9 AM</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>C</td>
<td>Group decision</td>
<td>9 AM</td>
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<td>29</td>
</tr>
<tr>
<td>C</td>
<td>Group discussion</td>
<td>10 AM</td>
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<tr>
<td>D</td>
<td>Group decision</td>
<td>2 PM</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>E</td>
<td>Group discussion</td>
<td>12 N</td>
<td>6</td>
<td>31</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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<tr>
<td>CONTROL A</td>
<td>No unit</td>
<td>12 N</td>
<td>10</td>
<td>27</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>55</strong></td>
<td></td>
</tr>
</tbody>
</table>


Materials. The materials used in this method included the monograph, the self-confidence papers, the case studies and supplementary material to accompany the case studies. The monograph (Appendix C), the self-confidence papers (Appendix A), and the case studies (Appendix D) have been described earlier in this chapter.

Each case study had a set of supplementary materials prepared to accompany it that can be found in Appendix E. The four cases were supplied with detailed procedure sheets for the groups. In addition to these, each was supplemented by a set of categories of possible ways of handling the situation as posed by the case study. Each of the categories was on a separate sheet of paper and under each category heading was—

1. A brief evaluative statement concerning this solution.

2. The most probable reaction of the student to this action of the teacher.

3. A list of questions with page references in the monograph. These questions were designed to get the groups to gain insight into the behavioral dynamics of the particular mode of action on which they decided.
4. The setting restructured in the way it would most probably evolve as a result of the action as described in each category. The group was given a new problem to solve which was the logical consequence of their prior decision.

5. A series of response categories which were the terminal point for each case study which also included further instructions directing students to relate and analyze in the same manner similar episodes from their own experiences.

The number of supplementary sheets (response categories) a group would work through for each case was thus determined by the number of response series in each case and the quality of their decisions, the number varying from one to five.

Classroom Procedure. In common with all methods, the students were handed the monographs on self-confidence after completing the pre-test with the instructions that sometime in the next five class days there would be a quiz covering the material. The decision sections, as well as the discussion sections, were given the written assignment outlined in Appendix A, requiring students to describe and
analyze incidents from their own school experiences that had affected their self-confidence. This was assigned a week previous to the pre-test and was due the first day of the unit on self-confidence. The written essay was simply used to orientate the students to the problem area and to stimulate their thinking about self-confidence.

In each section several small groups were formed as an integral part of the course. The groups ranged in size from five to seven members. At the beginning of each period, the groups were given the case studies plus an additional sheet of instructions that outlined the procedure they were to follow.

Specific procedures from each case are included at the end of each case study (Appendix E). The general procedure for each case study was as follows:

1. Everyone in the group read the case material.
2. Members of each group role-played the solution to the situation the case description presented in the way they personally felt would be best. One member played the role of the teacher; one, the student; while the rest of the group played the role of the class. The participants were to express the feelings they had in these particular roles
as well as the behavioral portrayal of the episode.

3. This bit of role-playing was then used by the groups as a reference point to discuss this particular situation. The groups were directed toward an appraisal of the dynamics of the episode in terms of probable outcomes and their causes. As a result of their discussion, the group had to reach a group decision about the best course of action.

4. When the group reached a decision, the members role-played this solution following the same procedure they had earlier. The decision was then to be refined or revised by using any additional insights that might have been gained when the decision was put into effect.

5. The group then recorded its decision in words acceptable to all members of the group. It also listed the probable results of this teacher's behavior and why they felt these would accrue.

6. The instructor was then given the decision, which he evaluated, and, on the basis of the
category he felt this decision best fitted, gave the group a new set of information.

7. The new information (see Appendix E) was based on the group's decision, having been described in detail previously. The groups were asked to answer, as a group, a set of questions based on their decision which was directed toward furthering their understanding of the behavioral sequences of the self-confidence episode. The questions had page references which directed the group to the appropriate section of the monograph. The groups were asked to write their decisions on each of these questions.

Following the questions, a new setting was developed which was the most probable and logical consequence of how the group handled the first episode. The group was then to proceed as before in reaching a decision as to how they would carry out the behavioral episode set before them. This process was repeated until the group reached the most appropriate decision or reached a terminal point. Depending upon the case study and the
efficiency of the group in reaching a good decision, the cycle is repeated between one to four or five times.

8. When members of a group reached the "best" solution, they were directed to discuss similar episodes from their own experience with the goal of understanding the general underlying principles operating in these incidents.

9. When all groups had reached a terminal point, the entire class met for discussion. The group that had handled the case study most efficiently and effectively role-played its solution and then, along with the instructor, led the class discussion toward making a decision as a class concerning the most appropriate solution. There was also a thorough discussion of the behavioral sequences and evidence supporting the decision.

The Instructor's Role. The instructor served as a resource person and co-ordinator. It was his responsibility to see that each group worked as effectively as possible. He guided them individually in the use of good discussion and problem-solving techniques. He had quickly
to spot groups that were failing to progress toward their goal in an efficient and effective manner, sitting with them and helping them until they were working more efficiently. The instructor also served as a resource person, providing interpretations of concepts or leads that would give insight into problems. At the end of each case study, it was his duty to be sure that the group leading the class discussion opened up and thoroughly discussed all of the pertinent areas in the case as outlined in his analysis of the case.

In summary, then, the instructor was responsible for the general smooth usage of the method by the class and for helping, primarily as a participator, groups having difficulties, and for making sure that consideration was given to all pertinent areas as the groups and class proceeded to make decisions.

Method B: Group Discussion

Overview. The general approach in this method involved having several small groups of five to seven members within a class discuss, as groups, the problems presented to them. In this case, the problems were those given by the case studies, plus the problem of analyzing the self-confidence papers they had prepared. The groups were to discuss thoroughly the way they thought the
episode should be handled, with emphasis on the underling principles. In the latter part of each period, the groups would assemble to discuss the problems as a class and combine their insights under the instructor's guidance, setting up and evaluating possible solutions.

**Materials.** The materials used with this method were the monograph (Appendix C), the case studies (Appendix D), and the self-confidence papers (Appendix A) written by the students.

**Classroom procedure.** Sections taught by this technique were given and assigned the monograph "You and Your Students' Self-Confidence" after completing the pretest, as were those taught by the other two methods. They were told that they could expect a quiz on this material any time in the next five class days. They were also assigned the self-confidence paper one week prior to the unit, to be due on the first day of the unit.

The aim of the following procedure was to maintain the typical way in which the discussion method was being used from quarter to quarter in the educational psychology classes. On the first day of the unit, discussions at the various table groups were structured as follows:

1. Through the use of the individual self-confidence papers, each group discussed
these episodes with the goal of understanding the principles underlying their occurrence, the commonalities that they could find in more than one incident, and the lessons a teacher might learn from them.

2. The groups kept a written record of their discussion in outline form. With the aid of their outline, each group reported to the class their findings during the latter portion of the period. As a result of these reports, general class discussion was developed with the instructor as an active participant. At this time, the various behavioral sequences were thoroughly discussed, and many different ways in which this information could be useful to the teacher were developed.

During the remaining days of the unit, the groups used the same three case studies as the decision groups, but without the special supplementary material. On these days the instructor would pass out the case study material with the instructions to read and discuss these cases with the following goals in view: to discuss the possible courses of action and evaluate each of these; to keep a
record of the discussion, and to provide an opportunity for each individual to decide which course of action he thought best but with no pressure for the group to reach a common decision. The groups were also told to examine thoroughly the dynamics of each possible mode of action. The groups were encouraged to refer to the monograph frequently to support or clarify their ideas.

In the latter portion of the period the groups were brought together in a class discussion. The various possible actions on the part of the teacher were discussed as well as their underlying dynamics. The instructor, as a participator, made sure the various points and concepts presented in the instructor's summary were thoroughly discussed by the class. Someone, or several members of the class, summarized the class discussion and any conclusions they might have arrived at in the last minutes of the period.

Instructor's role. The instructor's role in this method is similar to the instructor's role in the decision method. The difference is primarily in the nature of the structure he imposes on the group's discussions. It is therefore his responsibility to give the discussion the set indicated above and to see that each group understands what the goal and procedure in discussion for each particular problem are. His second major
responsibility is as a resource person. If groups are having difficulty with concepts or various aspects of a problem, he can, as a result of their request or on his own, offer suggestions for courses of action, for sources of additional information, or for the clarification of important concepts. His third major role is that of a co-ordinator when groups develop ineffective discussion techniques or waiver from the problem at hand. The instructor in these instances should attempt to help the group to see the inadequacies of their discussion or to help them to get back into the problem area with key questions, leads for discussion, and other devices.

In the total class discussions, the instructor should be a participator and only a moderator when the discussion falters. He should, by participation, see that all important aspects of a problem are discussed and understood by the class in as much of their complexity as the class is capable of. Thus, indirectly he is responsible for keeping the discussion moving in fruitful and meaningful directions, for seeing that evidence is aired on all sides and that opinion is not the sole basis for conclusions or statements.
Method C: **The Lecture Method**

**Overview.** In the use of this technique, the emphasis was toward gaining a modal type of presentation. The material used as a basis for the lectures was derived from the monograph on self-confidence and additional sources for expansion and elaboration.

**Materials.** Each instructor was given the following lecture outline as well as easy access to the references given. The following main topics and sub-topics were covered:

I. The nature of self-confidence
   a. As an abstract concept
   b. As a continuum
   c. As it develops over the life span

II. Developing and undermining self-confidence in a school setting
   a. The nature of the incidents
   b. When they occurred
   c. Sex differences found
   d. Analysis and tentative interpretation of the above

III. Underlying psychological factors affecting self-confidence
   a. The concept of dynamic personality
b. The self-concept

c. Needs (Maslow's hierarchical conception)

IV. The dynamics of incidents affecting self-confidence

a. Security and esteem

b. Motivation and interest

c. Praise and punishment

d. Levels of aspiration

V. Synthesis

a. The presentation and analysis, with aid of instructor's summary, of one or more of the case studies used in other methods. The instructor presented the case, discussed dynamics of various actions and evaluated them. He also related the concepts and principles taught earlier in the unit to the actual behavioral situations.

Classroom Procedure. As in the other methods, those students under the lectures were given and assigned the self-confidence monograph after completing the pre-test and were told they would have a quiz on the material within the next five class days. For the rest of the unit, only their attendance at class was required.
During the lectures, questions from the class were neither encouraged nor discouraged. All questions were answered to the best of the instructor's ability. All of the interplay was between student and teacher, rather than between students. When a question was satisfactorily answered, the lecturer continued his lecture from the point he had left off, the questions having very little influence on his later remarks.

Instructor's Role. Each instructor was responsible for the preparation and presentation of his lectures in as interesting a way as possible. During the period, he accepted and answered all the questions directed to him in so far as he was able. If he was not able to answer the questions, he referred the student to some source where the answer could be found. The instructor also assumed the responsibility for seeing to it that at least a majority of his class was following and understanding him as he lectured. The instructors assumed a friendly, relaxed, and helpful attitude about their students and arranged after-class conferences when necessary.

Summary.

The nature of the differences between the lecture method and the other two methods is distinct and obvious.
A summary of the differences between the group decision and discussion methods will serve, however, to point up the distinction. In the decision method, the group is required to make a group decision that has consequences for the whole group in terms of their achievement for that day in the course. It also has consequences in that their decision is evaluated and new material and problems given to them on the basis of that decision. Whereas, in the discussion method, no pressure is made to reach a group decision which to some degree reflects unanimity in the group. If the members do come to conclusions, these have little consequence for the group in terms of their later discussion.

Part III- Evaluation

Three tests were used for evaluation purposes in conjunction with the self-confidence unit: (a) attitudes about self-confidence, (b) application to case incidents of understanding of self-confidence, and (c) knowledge of facts and general principles pertinent to self-confidence. These tests shall hereafter be referred to as (a) attitude, (b) application, and (c) fact. These are reproduced in Appendix F.
Pre-tests: During the class period prior to the beginning of the unit on self-confidence, each section was given the three tests with identical instructions. The students were told that the attitude test (part I) would have no effect on their grade but that it should reflect their feelings about these statements. On the other two tests (part II and III), they were told to do the best they could but that their results would have little effect on their grades.

Post-tests: During the sixth class period of the unit, all sections were once again given the same three tests. The instructions were the same for all sections. The students were told that the attitude test had no right or wrong answers and would in no way affect their grades. They were told that the application and fact test would count toward their grades.

Development of Measuring Instruments.

I- Attitude Inventory

Purpose: This test was designed to give an indication of the nature of the students' attitudes about various statements concerning teacher behavior, student characteristics, and environmental factors influencing self-confidence. A high score on the test would reflect
more desirable attitudes toward the various facets of self-confidence than a low score.

Through the use of the analysis from the critical incidents affecting self-confidence, several areas in which teacher's attitudes would most likely have some influence on a student's self-confidence were outlined.

The areas were as follows:

I. Attitudes about classroom techniques
   1. Praise and punishment
   2. Class control (discipline)

II. Attitudes about learning and development processes
   1. Self-confidence in general
   2. Effects of emotions on learning
   3. Motivation and pupil needs
   4. Individual differences
   5. Success and failure

III. Attitudes about general student-teacher relationships
   1. Friendliness and understanding
   2. Students' problems
   3. The teacher's role in creating behavioral problems in students
The psychological, educational and sociological literature was culled, as well as personal experience, to gather about two hundred items or attitude statements distributed among the categories. From these two hundred items, seventy were chosen for a preliminary form, with more items being retained in those categories that were found to be more important and occur more frequently in the episodes analyzed.

The seventy statements were to be answered on the five-point scale given below:

1. Strongly agree
2. Agree
3. Undecided or uncertain
4. Disagree
5. Strongly disagree

This preliminary form was given to six instructors in educational psychology. Items in which it was clear that the instructors were almost randomly distributed were discarded; other items were reworded or discarded on the basis of the comment of the judges or the disparity in their answers. As a result of this, fifty items were retained, still maintaining the same proportionality of items for each category.
### TABLE 6

THE DISTRIBUTION OF ATTITUDE ITEMS BY CLASSIFICATION CATEGORIES.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
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<td><strong>I. Classroom techniques</strong></td>
<td></td>
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<tr>
<td>A. Praise and punishment</td>
<td>6</td>
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<tr>
<td>B. Class control (discipline)</td>
<td>8</td>
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<tr>
<td><strong>II. Learning and development processes</strong></td>
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<tr>
<td>A. Effect of emotions on learning</td>
<td>2</td>
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<tr>
<td>B. Self-confidence</td>
<td>2</td>
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<tr>
<td>C. Motivation and pupil needs</td>
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<tr>
<td>D. Individual differences</td>
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<tr>
<td>E. Success and failure</td>
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<td>F. Social influences</td>
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<td><strong>III. General student-teacher relationships</strong></td>
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<tr>
<td>A. Friendliness and understanding</td>
<td>6</td>
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<tr>
<td>B. Student problems</td>
<td>6</td>
</tr>
<tr>
<td>C. The teacher's role in creating behavioral problems in students</td>
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TABLE 7
RESPONSES OF SIX EXPERT JUDGES ON THE FIFTY ATTITUDE ITEMS AND THE FINAL KEY USED FOR THE TEST.

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<th>Item Number</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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The final form of fifty items was resubmitted to the six judges for the purpose of keying. The resulting distribution of answers, as well as the final keying, is given in table 7.

One, two, and in one case, three answers were keyed as correct, depending upon the degree of consensus of the judges. The accepted criterion for keying was that all but one of the judges must be within the keyed area, with a few exceptions when two were permitted. This was especially true in the case of Judge F who did not accept some of the tenets held to underly self-confidence and the teacher behaviors that affected it. In the final form and in the final key, the judges were in complete agreement on twenty-seven items. In twenty-one items, only one judge fell outside the keyed area. In only two cases did two judges fall outside. Of the twenty-five judgements falling outside of the keyed area, fourteen were attributable to Judge F.

This form of the attitude scale was administered both before and after the unit for the three experimental methods and with a like time interval for the control group.

Reliability. The split-half reliability found by using the Spearman-Brown prophecy formula was .92 for the pre-test and .78 for the post-test.
Validity. The case for the validity of the attitude test rests primarily on content validity and measures of internal consistency.

The content of the test as described above was carefully selected to sample proportionally, for their degree of importance, the attitudes the student has toward the various facets contributing to the developing or undermining of self-confidence. To ensure accurate keying of the items, six expert judges were used to ascertain what they felt were desirable and undesirable attitudes. Thus the thorough coverage of the universe to be measured in terms of item selection and the use of several expert judgments seem to support an appeal to content validity as an indication that the instrument is measuring, at least to some extent, the attitudes of the student in contrast to the attitudes that are felt to be most desirable in terms of current thought among educational psychologists.

A second indication of validity is an item analysis of the test as a check on internal consistency. A sample of one hundred papers was randomly drawn from the 248 post-tests, and the upper and lower 27 per cent were used to obtain data on item validity (33) and difficulty indexes. The data are summarized in Table 8, 9, 10.
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### Table 9
Frequency Distribution of Item Validity Coefficients

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<th>Validity Coefficients</th>
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### Table 10
Frequency Distribution of Item Difficulty Indexes

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The data reported above were used to compute another measure of internal consistency by using the Kuder-Richardson reliability formula number eight (62). This reliability was .85.

Some further information in the nature of concurrent validity was also gathered. The three tests were all directed toward self-confidence, and thus the degree to which they intercorrelated gives us an indication of some general factor or factors in common which the three tests were measuring. The correlation between attitudes and application was .39 and between attitudes and fact, .32. A factor analysis of the intercorrelations between the three post-tests, reported later, revealed a general factor on which attitudes loaded .63, application .60 and fact .53.

A correlation was also computed between the post-test attitude scores and the students' scores on the Minnesota Teachers Attitude Inventory. The correlation was found to be .60 as computed on a sample of one hundred.

II. Application

Purpose. This test was designed to measure the students' ability to determine the best solution to case incidents in which self-confidence was prominently involved.
The basic aim was a desire to assess the students' potential for handling schoolroom situations or for structuring these situations to lead to maximum growth of students' self-confidence.

**Method.** From each of the main categories of teacher behaviors affecting self-confidence, several episodes were chosen for the clarity of their dynamics. About fifty of these were re-written, furnishing, in as brief a space as possible, the essential information leading up to a point where some action from the teacher is demanded by the question. Each incident was then followed by four or five possible solutions. The students were directed to chose either the best or worst possible action, depending on the question. The items were carefully edited, and twenty final ones were chosen on the basis of clarity, representativeness and easily discernible dynamics.

The distribution of items among the various categories of teacher behavior affecting self-confidence is found in Table II. Because of their nature, nine items were listed under more than one category.

**Validity.** The choice of items and structure of the instrument described in the preceding paragraphs support both face and content validity postulates.
The relatively low intercorrelations among the post-tests (.39 with attitudes and .32 with fact) and the rather high loading on a general factor (.60) running through the three tests tend to show this test is measuring a portion of the students' underlying grasp of the concepts involved in self-confidence as well as something specific to this test (specific factor loading of .46) which can be called ability to apply one's grasp of self-confidence to adequate handling of classroom situations.

Internal consistency was assessed by the use of item analysis and the obtaining of difficulty indexes. The data were then used to compute the most accurate reliability possible by using Kuder-Richardson formula number eight (62). The data from this analysis are summarized in Tables 12, 13, and 14.

Reliability. Measures of reliability on the post-test were obtained by the use of the Spearman-Brown prophecy formula. This reliability was .57. The more accurate reliability obtained from Kuder-Richardson formula eight (62) was .60.

III. Fact

Purpose. This twenty-item multiple choice test was designed to measure the amount of knowledge the student
TABLE 11

DISTRIBUTION OF APPLICATION TEST ITEMS AMONG CATEGORIES OF TEACHER BEHAVIOR EFFECTING STUDENT'S SELF-CONFIDENCE.

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<td>I. The use of praise</td>
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<td>II. Help with problems or problem situations</td>
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<tr>
<td>III. Giving prestigious and responsible positions</td>
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<tr>
<td>IV. Showing personal interest and understanding in the student</td>
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</table>
had about self-confidence and its underlying psycho-social concepts.

Method. The test was constructed by writing items for each of the headings in the monograph (Appendix C) on self-confidence. From the pool of over fifty items, twenty were selected on the basis of their structure and face validity. The distribution of the items among the various headings of the content outline is given in Table 15.

Validity. The basis for the establishment of face and content validity is given in the preceding paragraph describing the construction of the test.

The intercorrelations between the test on facts and the other tests covering the unit on self-confidence (.32 with attitudes and .32 with application) indicate that it is measuring something independent of the other two but is also getting at the same thing (general factor loading of .53). Its specific factor loading was .57.

To assess internal consistency, an item analysis was made using the Flanagan Abac (33). Difficulty indexes were also obtained from the data. This information is summarized in Tables 16, 17, and 18.
Reliability. The reliability estimate found through the Spearman-Brown prophecy formula was .60. The more accurate estimate of internal consistency was given by Kuder-Richardson formula eight (62); it was .63.
TABLE 12

ITEM ANALYSIS OF POST-APPLICATION TEST

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FREQUENCY DISTRIBUTION OF ITEM VALIDITY COEFFICIENTS ON APPLICATION POST-TEST.

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### TABLE 14
FREQUENCY DISTRIBUTION OF ITEM DIFFICULTY INDEXES ON APPLICATION POST-TEST.

<table>
<thead>
<tr>
<th>PERCENTAGE PASSING</th>
<th>FREQUENCY</th>
<th>PERCENTAGE PASSING</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>1</td>
<td>41 - 50</td>
<td>1</td>
</tr>
<tr>
<td>81 - 90</td>
<td>1</td>
<td>31 - 40</td>
<td>3</td>
</tr>
<tr>
<td>71 - 80</td>
<td>2</td>
<td>21 - 30</td>
<td>2</td>
</tr>
<tr>
<td>61 - 70</td>
<td>5</td>
<td>11 - 20</td>
<td>1</td>
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<td>51 - 60</td>
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</table>
TABLE 15
DISTRIBUTION OF FACTUAL TEST ITEMS AMONG TOPICS OUTLINING THE CONTENT UNIVERSE.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>I. Definition and general nature of self-confidence</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>II. Teacher behaviors and their effect on self-confidence</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>III. Time, frequency and sex differentials in the occurrence of incidents effecting self-confidence</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IV. Underlying psychological concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Dynamic personality</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>B. Basic needs and motivation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>C. Self-concept</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>D. Level of aspiration</td>
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</tr>
</tbody>
</table>
TABLE 16

ITEM ANALYSIS OF POST-FACT TEST

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Validity Coefficient</th>
<th>Percentage Passing Item</th>
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</thead>
<tbody>
<tr>
<td>71</td>
<td>48</td>
<td>63</td>
</tr>
<tr>
<td>72</td>
<td>-16</td>
<td>45</td>
</tr>
<tr>
<td>73</td>
<td>46</td>
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<td>76</td>
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<tr>
<td>75</td>
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<td>65</td>
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<td>77</td>
<td>31</td>
<td>78</td>
</tr>
<tr>
<td>78</td>
<td>33</td>
<td>04</td>
</tr>
<tr>
<td>79</td>
<td>23</td>
<td>98</td>
</tr>
<tr>
<td>80</td>
<td>52</td>
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<tr>
<td>90</td>
<td>54</td>
<td>65</td>
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### TABLE 17
FREQUENCY DISTRIBUTION OF THE ITEM VALIDITY COEFFICIENTS ON THE FACTUAL POST-TEST.

<table>
<thead>
<tr>
<th>VALIDITY COEFFICIENTS</th>
<th>FREQUENCY</th>
<th>VALIDITY COEFFICIENTS</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>0</td>
<td>41 - 50</td>
<td>4</td>
</tr>
<tr>
<td>81 - 90</td>
<td>0</td>
<td>31 - 40</td>
<td>5</td>
</tr>
<tr>
<td>71 - 80</td>
<td>1</td>
<td>21 - 30</td>
<td>1</td>
</tr>
<tr>
<td>61 - 70</td>
<td>2</td>
<td>11 - 20</td>
<td>1</td>
</tr>
<tr>
<td>51 - 60</td>
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<td>01 - 10</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>-16 - 00</td>
<td>2</td>
</tr>
</tbody>
</table>

### TABLE 18
FREQUENCY DISTRIBUTION OF THE ITEM DIFFICULTY INDEXES OF THE FACTUAL POST-TEST.

<table>
<thead>
<tr>
<th>PERCENTAGE PASSING</th>
<th>FREQUENCY</th>
<th>PERCENTAGE PASSING</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>1</td>
<td>41 - 50</td>
<td>1</td>
</tr>
<tr>
<td>81 - 90</td>
<td>0</td>
<td>31 - 40</td>
<td>1</td>
</tr>
<tr>
<td>71 - 80</td>
<td>4</td>
<td>21 - 30</td>
<td>0</td>
</tr>
<tr>
<td>61 - 70</td>
<td>5</td>
<td>11 - 20</td>
<td>1</td>
</tr>
<tr>
<td>51 - 60</td>
<td>6</td>
<td>00 - 10</td>
<td>1</td>
</tr>
</tbody>
</table>
CHAPTER III

ANALYSIS OF DATA

The data gathered in this study were separated into two aspects for quantitative analysis. The first portion was concerned with hypothesis "B" and the gain of the experimental groups over the control group. The second and more complex application of analysis had to do with testing hypothesis "C," which states that there will be significant differences in the criterion performance by the various experimental groups depending upon the method of presentation they experienced. A detailed discussion of the techniques of analysis will be presented in this chapter.

A. The Control Group versus the Experimental Groups

In order to test hypothesis "B" which states that students who are exposed to the self-confidence unit will make a significant gain in their knowledge about the psychological foundations of self-confidence, in their ability to apply this knowledge to case incidents, and in their attitudes about self-confidence as measured by objective tests, the following procedure was employed.

The pre-test, post-test, and difference scores were obtained from both groups for each of the attitudes, application and fact tests. The experimental group of 248 students who were taught the unit on self-confidence
by some method during the fifth week of the winter quarter 1958 (February 1958) were compared with the control group of fifty-five who took the pre- and post-tests but had no intervening unit on self-confidence. The data for the control group were collected during the first and second week of the spring quarter 1958 (March 27 through April 3).

The "t" test of significance for unmatched groups of unequal size (69) was used to determine whether or not there was a significant difference between the two groups in ability as measured by the Ohio State Psychological Exam. (OSPE) or between the two groups in terms of scholastic achievement as determined by the students' point-hour ratio (PHR). No significant differences were found. Table 19 summarizes the results.

After establishing that no significant difference existed between the experimental and control groups in terms of ability and achievement, further "t" tests were made to see whether there had been significant changes in each group from the pre- to the post-tests.

In the control group, none of the changes were below the .10 level of significance. In the experimental group, all changes were significant beyond the .01 level of significance. Table 20 summarizes these results.
TABLE 19

SIGNIFICANCE TEST DATA FROM THE COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS ON O.S.P.E. AND P.H.R.

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td><strong>OSPE</strong></td>
<td>248</td>
<td>57.80</td>
</tr>
<tr>
<td><strong>PHR</strong></td>
<td>248</td>
<td>2.34</td>
</tr>
</tbody>
</table>
TABLE 20

SIGNIFICANCE TEST DATA FOR THE COMPARISON OF CHANGE FROM THE PRE- TO THE POST-TESTS FOR THE EXPERIMENTAL AND THE CONTROL GROUPS. (USING ERROR SCORES)

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>PRE-</th>
<th>$\Delta^2$</th>
<th>POST-</th>
<th>$\Delta^2$</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL</td>
<td>22.2</td>
<td>29.2</td>
<td>19.9</td>
<td>49.3</td>
<td>1.89</td>
<td>.05</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>19.0</td>
<td>31.5</td>
<td>14.3</td>
<td>35.9</td>
<td>9.10</td>
<td>.001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
<th>PRE-</th>
<th>$\Delta^2$</th>
<th>POST-</th>
<th>$\Delta^2$</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL</td>
<td>13.0</td>
<td>4.3</td>
<td>12.8</td>
<td>5.5</td>
<td>.43</td>
<td>.05</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>12.3</td>
<td>4.6</td>
<td>9.9</td>
<td>6.9</td>
<td>11.06</td>
<td>.001</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACT</th>
<th>PRE-</th>
<th>$\Delta^2$</th>
<th>POST-</th>
<th>$\Delta^2$</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL</td>
<td>12.7</td>
<td>3.8</td>
<td>12.4</td>
<td>4.1</td>
<td>.81</td>
<td>.05</td>
</tr>
<tr>
<td>EXPERIMENTAL</td>
<td>12.9</td>
<td>4.0</td>
<td>8.4</td>
<td>6.8</td>
<td>22.13</td>
<td>.001</td>
</tr>
</tbody>
</table>
To further establish whether or not the experimental
group differed from the control group, "t" tests were com­
puted on the difference scores from pre- to post-test
for each test between the experimental and the control
group. All the differences were significant at the .001
level in favor of the experimental group. Table 21 gives
a summary of these results.

B. The Comparison of the Three Teaching Methods Used
with the Experimental Group

The following data were collected for each member of
the experimental group: pre-test score and post-test
score on each of the three tests, a scholastic ability
measure (The Ohio State Psychological Examination), and
a scholastic achievement measure (the student's Point
Hour Ratio). A summary of this data for each experimental
sub-group is given in Table 22.

1. The data for each subject were punched into IBM
cards which were in turn processed by means of the IBM
computer 650 to get a block correlation between all the
variables. Table 23 gives these intercorrelations.

II. The three post-tests were taken to be criteria
and the other measures, as variables predicting the post­
test scores.
Since there was an appreciable intercorrelation between the three post-tests, they were factored so that the results would be more precise and less homogeneous across all the tests. Table 24 presents the table of intercorrelations and residuals. Table 25 presents the loadings on the general factor and the three specific factors that were extracted (40).

The factor loadings on all of the other variables were computed by means of the Dwyer extension (23). The procedure for the Dwyer extension is as follows: first, the Doolittle method of solving the simultaneous equations necessary to obtain beta weights for computing multiple correlations is used to get the beta weights for each of the post-tests in predicting the new factor loadings on each test. The beta weights obtained are shown in Table 26. These beta weights were then used to derive new correlations across all the variables so as to get the new correlations or factor loadings for all of the four criteria (general factor, and the specific factor for each test) with each of the eight variables. These correlations are presented in Table 27.

This computation resulted in a new matrix (Table 28), which was the basis for a series of three Doolittle solutions to get the beta weights for predicting the new criterion correlations.
### TABLE 21

SIGNIFICANCE TEST DATA FOR THE COMPARISON OF DIFFERENCE SCORES BETWEEN THE PRE- AND THE POST-TESTS FOR THE EXPERIMENTAL AND CONTROL GROUPS.

<table>
<thead>
<tr>
<th></th>
<th>EXPERIMENTAL</th>
<th></th>
<th>CONTROL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>$A^2$</td>
<td>N</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>248</td>
<td>4.73</td>
<td>24.7</td>
<td>55</td>
</tr>
<tr>
<td>APPLICATION</td>
<td>248</td>
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<td>55</td>
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<tr>
<td>FACT</td>
<td>248</td>
<td>4.47</td>
<td>7.9</td>
<td>55</td>
</tr>
</tbody>
</table>
### TABLE 22

SUMMARY OF GROSS SCORE DATA ON THE PRE- AND POST-TESTS (USING ERROR 
SCORES) AND FOR O.S.P.E. AND P.H.R., BY METHOD AND SECTION

**TEST 1 - ATTITUDES: TEST 2 - APPLICATION: TEST 3 - FACT**

#### GROUP DECISION

<table>
<thead>
<tr>
<th>Section</th>
<th>Mean Pre-1</th>
<th>Mean Post-1</th>
<th>Mean Diff.</th>
<th>Mean Pre-2</th>
<th>Mean Post-2</th>
<th>Mean Diff.</th>
<th>Mean Pre-3</th>
<th>Mean Post-3</th>
<th>Mean Diff.</th>
<th>O.S.P.E. (Mean)</th>
<th>P.H.R. (Mean)</th>
</tr>
</thead>
<tbody>
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<td>7.79</td>
<td>5.87</td>
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<td>19.7</td>
<td>15.0</td>
<td>4.71</td>
<td>12.2</td>
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<td>3.20</td>
<td>12.7</td>
<td>8.16</td>
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<td>17.6</td>
<td>12.6</td>
<td>4.96</td>
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<td>8.41</td>
<td>4.40</td>
<td>13.0</td>
<td>8.44</td>
<td>4.59</td>
<td>66.1</td>
<td>2.33</td>
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<tr>
<td>M</td>
<td>18.8</td>
<td>13.1</td>
<td>5.6</td>
<td>12.3</td>
<td>8.8</td>
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<td>13.1</td>
<td>8.25</td>
<td>4.85</td>
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#### GROUP DISCUSSION

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<th>Mean Diff.</th>
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<th>Mean Post-2</th>
<th>Mean Diff.</th>
<th>Mean Pre-3</th>
<th>Mean Post-3</th>
<th>Mean Diff.</th>
<th>O.S.P.E. (Mean)</th>
<th>P.H.R. (Mean)</th>
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<tbody>
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<td>54.1</td>
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<td>4.59</td>
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<td>8.12</td>
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<td>8.38</td>
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<td>2.38</td>
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<td>Mean Post-1</td>
<td>Mean Diff.</td>
<td>Mean Pre-2</td>
<td>Mean Post-2</td>
<td>Mean Diff.</td>
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<td>Mean Post-3</td>
<td>Mean Diff.</td>
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<td></td>
</tr>
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<td>-------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.H.R.</td>
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<td>12.3 9.43 17.73</td>
<td>12.3 9.43 17.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O.S.P.R.</td>
<td>18.6 15.3 3.33</td>
<td>32.3 10.6 21.7</td>
<td>12.7 8.78 3.90</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL EXPERIMENTAL GROUP**

<table>
<thead>
<tr>
<th>Section</th>
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<th>Mean Post-1</th>
<th>Mean Diff.</th>
<th>Mean Pre-2</th>
<th>Mean Post-2</th>
<th>Mean Diff.</th>
<th>Mean Pre-3</th>
<th>Mean Post-3</th>
<th>Mean Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.H.R.</td>
<td>60.4 10.6 2.26</td>
<td>12.3 10.6 1.73</td>
<td>12.0 10.6 1.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O.S.P.R.</td>
<td>62.1 9.48 3.48</td>
<td>12.5 10.6 1.9</td>
<td>12.2 10.6 1.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**TABLE (continued)**
### TABLE 23

**BLOCK CORRELATION MATRIX OBTAINED FROM GROSS SCORES**

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<tr>
<th></th>
<th>Pre-1</th>
<th>Post-1</th>
<th>Pre-2</th>
<th>Post-2</th>
<th>Pre-3</th>
<th>Post-3</th>
<th>OSPE</th>
<th>PHR</th>
<th>Decision</th>
<th>Discussion</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
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<td>27</td>
<td>09</td>
<td>15</td>
<td>13</td>
<td>20</td>
<td>04</td>
<td>-07</td>
<td>04</td>
</tr>
<tr>
<td>Post-1</td>
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<td>25</td>
<td>39</td>
<td>05</td>
<td>32</td>
<td>11</td>
<td>31</td>
<td>16</td>
<td>-07</td>
<td>-10</td>
</tr>
<tr>
<td>Pre-2</td>
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<td>25</td>
<td>1.</td>
<td>46</td>
<td>21</td>
<td>24</td>
<td>17</td>
<td>30</td>
<td>00</td>
<td>05</td>
<td>-05</td>
</tr>
<tr>
<td>Post-2</td>
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<td>39</td>
<td>46</td>
<td>1.</td>
<td>03</td>
<td>32</td>
<td>12</td>
<td>26</td>
<td>34</td>
<td>-18</td>
<td>-18</td>
</tr>
<tr>
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<td>09</td>
<td>05</td>
<td>21</td>
<td>03</td>
<td>1.</td>
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<td>01</td>
<td>-02</td>
<td>06</td>
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<td>-05</td>
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The Doolittle method was supplemented by the use of the Ezekial extension (25) to get the standard error of each beta weight. The beta weights were then tested for significance. Tables 29, 30, and 31 give the beta weights obtained for each solution, the standard error of each beta weight, and the significance level of each.

**Summary.** In part one of the analysis, the total experimental group was compared with the control group on OSPE, PHR and pre- and post-tests. The "t" tests were computed for differences between OSPE and PHR for each group and for differences in the amount of change for each group from the pre- to the post-tests.

The second part of the analysis consisted of a comparison of the three experimental methods of teaching through the use of the three post-test scores as criteria and the OSPE, PHR, the three pre-test scores, and the teaching method as predictors.
### TABLE 24
INTERCORRELATIONS BETWEEN POST-TESTS AND RESIDUALS

<table>
<thead>
<tr>
<th></th>
<th>Post Attitudes</th>
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<th>Post Fact</th>
</tr>
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<tbody>
<tr>
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<td>32</td>
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<td>( )</td>
<td>32</td>
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<tr>
<td>POST FACT</td>
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<td>00</td>
<td>( )</td>
</tr>
</tbody>
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### TABLE 25
LOADINGS OF EACH POST TEST ON THE GENERAL FACTOR AND ON THE THREE SPECIFIC FACTORS

<table>
<thead>
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<th>Specific Attitudes Factor</th>
<th>Specific Application Factor</th>
<th>Specific Fact Factor</th>
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**TABLE 26**

BETA WEIGHTS FOR PREDICTING FACTOR LOADINGS FROM INTERCORRELATIONS BETWEEN THE THREE POST TESTS

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<td>.688</td>
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TABLE 27
THE CORRELATION BETWEEN EACH OF THE PREDICTORS AND EACH OF THE CRITERIA

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<th>Specific Attitudes</th>
<th>Specific Application</th>
<th>Specific Fact</th>
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<td>.019</td>
<td>-.039</td>
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<td>P.H.R.</td>
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## TABLE 30

BETA WEIGHTS, STANDARD ERRORS OF THE BETA WEIGHTS, AND SIGNIFICANCE LEVELS FOR THE DISCUSSION METHOD WITH THE LECTURE AND DECISION METHODS EXCLUDED

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<td>0.063</td>
<td>0.10</td>
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</table>
### TABLE 31

**Beta Weights, Standard Errors of the Beta Weights, and Significance Levels for the Lecture Method with the Decision and Discussion Methods Excluded**

<table>
<thead>
<tr>
<th></th>
<th>Pre-Attitudes</th>
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<th>Pre-Fact</th>
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<th>P.H.R.</th>
<th>Lecture</th>
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<td><strong>Specific Fact</strong></td>
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<td>136.075 .10</td>
<td>-008.063 .10</td>
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</table>
CHAPTER IV
RESULTS AND DISCUSSION

The purpose of this study was to develop a unit in educational psychology from incidents of personal-social interaction the student and the teacher in the school setting and to evaluate various teaching methods for presenting this unit.

Hypotheses were set up in the statement of the problem in Chapter I which stated the specific questions to which this study was designed to contribute information. Each hypothesis will be examined in the light of the results found from the research described in Chapters II and III.

Hypothesis A. A unit in educational psychology can be developed directly from a sample of incidents of personal-social interaction between teacher and pupil(s). Specifically, it will be developed from episodes in which a teacher was in some way involved either in the enhancing or the undermining of a student's self-confidence.

1. The use of the critical incident technique will be an effective way of gathering episodes affecting self-confidence.

2. As a result of the categorization and analysis of the critical incidents, relevant information can be found in the psychological literature that will enable one to interpret behavior that affects self-confidence.
This problem was approached as described in Chapter II on procedure, Part I, The Development of a Unit in Educational Psychology. Some 391 students wrote essays about episodes that had affected their self-confidence. One hundred of these essays which were judged most complete were used in an analysis of episodes affecting self-confidence.

The results of this analysis are presented in Tables 1, 2, 3, and 4 and in Appendix B. The incidents were found to be categorizable so that various groups of episodes could be thought of as being similar enough in causation and teacher-pupil interaction to be described as a single type of episode.

It was possible by surveying the psychological literature to find concepts and research that gave an adequate explanation of the behavior displayed by students as the result of various teacher behaviors. The number of concepts and research reports necessary to give a satisfactory understanding of the various kinds of episodes was small and not unwieldy. The various concepts necessary to explain these incidents have been presented in Chapter II.

The incidents, the analysis of the incidents, and the explanatory psychological concepts were used to write a monograph on self-confidence which is described in detail in Chapter II on procedure and presented in its entirety in Appendix C.
The material contained in the monograph was used as a unit assignment to students in educational psychology and was the focus of classroom work for 248 students for six class periods. It can be concluded that the procedure described did lead to a usable unit in educational psychology and that hypothesis A, as stated, was supported by the resultant monograph and used as a classroom unit by eight sections of educational psychology classes.

**Hypothesis B.** Students who are exposed to the self-confidence unit will make a significant gain in their knowledge about the psychological foundations of self-confidence, in their ability to apply this information to case incidents, and in their attitudes about self-confidence as measured by objective tests.

In order to test this hypothesis, an experimental and a control group was employed. The experimental group consisted of 248 students who were taught the unit on self-confidence by one of three methods. The control group consisted of fifty-five students who took the pre-test and the post-test with the same amount of intervening time as the experimental group but were given, during the six-day period between tests, material in class that was not directly related to self-confidence.

The two groups were compared for ability on the
OSPE and scholastic achievement as indicated by PHR. The "t" test for significance between unmatched groups of unequal size was not significant at the .10 level for either OSPE or PHR.

After the demonstration that the samples were drawn, with a high degree of probability, from the same population in terms of ability and achievement, the experimental and control group were next analyzed to determine whether the change from pre-test to post-test was significant. In all the experimental groups, the change was significant beyond the .01 level as indicated by the "t" test. In the control group, none of the changes were significant at the .05 level, and the fact and application tests were not significant at the .10 level.

Since the change in the attitude test approached significance at the .05 level, the experimental group and the control group were compared to test the significance of the differences between the pre- and the post-test for each test. The differences were significant at the .01 level as indicated by the "t" test for each of the groups in favor of greater differences for the experimental groups.

It can be concluded from the above data that the unit on self-confidence did result in a significant gain in knowledge about the psychological foundations of
self-confidence, in the ability to apply this knowledge to solving case incidents, and in attitudes about self-confidence as indicated by the objective tests used, when a group being taught the unit was compared with a group which had not been taught the unit. Hypothesis B can then be accepted as being true at the .01 level of confidence for this study.

The difference in pre-attitude scores between the experimental and control groups (Table 20) can be primarily accounted for by the point in the quarter when the tests were administered. The experimental groups were not given the unit until the fifth week of the quarter, after they had had twenty hours of class work during which their attitudes might have been influenced. The control group was given the pre-test after two class hours. The fact that the change in the attitude score for the control group approached significance, but did not begin to match the magnitude of change found in the experimental group, seems to represent the effect of the general course work on the students' attitudes even though it was not directly related to the topic of self-confidence. The high correlation between the Minnesota Teachers' Attitude Inventory (r.60) and the attitudes test gives support to this interpretation.

Hypothesis C. In a comparison of the group decision,
group discussion, and lecture methods of presenting the unit on self-confidence, with ability (as measured by the OSPE) and scholastic achievement (as measured by PHR) statistically accounted for and with the instructors randomized, significant differences will be found in student change depending upon the method of presentation they experienced. Specifically, significant differences will appear in the students' knowledge of the psychological foundations of self-confidence, his ability to apply this knowledge to case incidents, and his attitudes about self-confidence as measured by objective tests.

In designing the study, it was decided that the best way to test this hypothesis was to use multiple correlation techniques. The three post-tests served as the source of criteria data, and the following variables were used as predictors: pre-attitude test, pre-application test, pre-fact test, OSPE, PHR, the decision method, the discussion method, and the lecture method.

In order to define more clearly the criteria, the intercorrelations between the three post-tests were factored. A general factor and three specific factors were extracted, resulting in four separate criteria to be predicted. The general factor represents an over-all understanding and acceptance of self-confidence from the point of view presented in the unit on self-confidence. It seems
most specifically to be an attitude position that leads to the actions advocated as well as to a substantial knowledge of the factors underlying self-confidence. The factor will be labeled general competency with self-confidence. This general competency might be defined as that which each post-test has in common that is uniquely the students' over-all adequacy in the area of self-confidence which contributes to his success on tests of attitudes, application, and knowledge almost in equal proportion. Although related to ability, the general factor seems to be more directly related to the same factors that lead to scholastic achievement (Tables 24, 25, 26, 27).

The three specific factors were those parts of the correlations of each post-test that were unexplained by either the general factor or error. These were called attitude, application, and fact; and can be defined as that part of each post-test that is unique to that test and represents attitudes, application, and fact as separated from that which each test has in common with the other two tests.

The beta weights received by all the variables except the three teaching methods in predicting the criteria will be discussed, and then the weights received by each of the three techniques used in teaching the unit will be examined in detail.
The beta weights for the pre-attitudes, pre-application, pre-fact, and PHR were significant at or beyond the .01 level in predicting the general competency factor regardless of the method. The specific attitudes and application factors were predicted by the pre-attitude and pre-application tests respectively with beta weights significant at the .01 level; all other beta weights, excepting teaching methods, were not significant. The specific fact factor was predicted by less significant beta weights at the .10 level on the pre-fact test and PHR.

The beta weights received by the three methods in predicting the four criteria - competency, attitude, application, and fact - were generally not significant for the group discussion or lecture method. In the lecture method, the beta weight for predicting the general factor (competency) was negative and significant at the .05 level. However, the decision method's beta weights were significant at the .01 level for predicting the general factor and at the .05 level for predicting the application factor.

Thus the decision method has three times as much positive influence on the students' competency with self-confidence as does either the discussion or lecture method. The decision method also has more than twice as much positive influence on the students' ability to solve
case incidents as does either the lecture or discussion method. The specific attitude factor shows little difference from method to method; however, the attitude post-test was the largest contributor to the competency factor, and it is reflected in the decision groups' superiority in this area. Since in multiple correlation the effect of all the variables included is excluded from the beta weight for any one variable, the differences in favor of the decision group are real in that they are not due to differences in pre-test scores, ability, or achievement in the various experimental groups.

The beta weights, their standard error and significance level, have been presented in tabular form in Chapter III (Tables 29, 30, 31).

Hypothesis C is partially supported in that significant differences were found between criterion performances of the groups under different teaching methods. However, as various comparisons can be made when there are three experimental conditions and three different criteria, a general statement of acceptance or rejection of the hypothesis is not indicated.

There was no difference between methods in producing student growth in the area of attitudes specific to self-confidence or in growth of factual knowledge as
measured by the specific factors extracted from the post-tests. The decision method was found to be approximately three times as effective in bringing about student change in general competency and more than twice as effective in bringing about change in ability to solve case incidents as either of the other two methods.

Discussion and Implications for Further Research

A. The Development of a Unit in Educational Psychology

The phase of developing a unit in educational psychology from classroom episodes which presents the greatest difficulty is the choice of an area or group of behaviors that can be classed together. Self-confidence seemed to provide a unifying concept for the numerous incidents analyzed, but it is not possible to hypothesize whether or not other areas of behavior such as motivation, discipline, and over-all effectiveness will have the same consistency if approached and evolved as the unit in self-confidence was. It remains for further research to apply this technique of content development to other units in educational psychology before its general usefulness can be established.

The critical incident technique presents certain problems of sampling. In this testing, college students were used, but in order to get a representative picture
of teachers' effects on self-confidence, it would be necessary to get incidents from a representative sample of the entire school population that would include both those who went to college and those who did not, those who dropped out before high school graduation and those who graduated, students from rural areas, as well as from towns and cities, students from various socio-economic groups, and so on, until all relevant groups and areas were sampled. This more exhaustive sampling could be carried on in further research and a more comprehensive view of teachers' effects on self-confidence could be obtained.

The search for and development of concepts to explain the behaviors found from the analysis of self-confidence episodes several problems. The major problem lies in the area of consistency at a theoretical level. In this study theoretical consistency was discarded in favor of adopting concepts and research findings from many theoretical approaches that gave, in the writer's opinion, the most meaningful and useful insight into the teacher behaviors that influence a student's self-confidence and into the ways and reasons they affect it. It remains for future research to determine which approach leads to the most effective on-the-job behavior when the student taught under one or another of these
approaches finally becomes a teacher, as training techniques can only be evaluated in terms of eventual performance on the job.

The actual organization and integration of the material gathered from the literature into a monograph needs considerable further thought and investigation. What is the best way to integrate the analysis of the critical incidents and the explanatory principles and concepts from the literature? In what way and to what extent should actual case incidents be used in writing the unit for the student? These and similar questions have pertinence when material has been gathered and is to be prepared for presentation to the student in a written form and these questions remain, as yet, unanswered.

B. The Evaluation of Three Methods of Presenting the Self-Confidence Unit

This study sheds considerable light on the question of superiority of various methods of presenting course material, not only in terms of this specific unit but also for other units in educational psychology and other courses as well. In particular, the independent variables (pre-unit status on post-unit criteria, ability and achievement) were partialled out of the results by multiple correlation techniques.
If one examines the three methods in detail, certain aspects of the decision method stand out as being different from either the lecture or discussion method that seem to account for its superiority. In the decision method, the discussion is so structured that the group must reach a group decision and support it with evidence from the reading assignment or other sources. The decision the group makes has immediate consequence for the groups in terms of evaluation and in terms of the next step they will have to take in the discussion problem. This structure seems to bring the student more actively into the discussion and forces him to discuss, understand, and accept a group decision. If he does not, his evaluation and the group's further progress may be impeded, especially if he disagrees with various group members. The group has to resolve its differences and reach a unified decision.

In the lecture and discussion techniques used, this responsibility to be active and the immediate feedback on the quality of the group's decision are not present. The lecture classes were not personally involved at all, other than knowing that the material would be covered on a future quiz. In the discussion groups, although so structured that the students would thoroughly discuss the problems presented, there was not the necessity to reach
a definite group decision as in the decision method.

It is also felt that in light of earlier studies on group decision techniques as a means of changing behavior, the method will be superior in helping the student handle behavior situations in his own association with children.

Further research might take the group decision approach and use it as a teaching method for an entire course and again run an analysis similar to that in this study. One week was probably not sufficient to get students orientated to a new approach and to demonstrate the magnitude and nature of its effects on the various objectives of the course. That the method was demonstrated to be superior for such a short period of time indicates the desirability of a more extensive effort to establish just how effective this approach to teaching educational psychology is when compared with various other approaches.

The development of criteria to measure the objectives of a course also needs considerable research attention. Some collection of ultimate criteria must be made so that the various proximal criteria can be validated against the more distal or ultimate objectives. The measures used in this study were found to have fair validity when evaluated through the various types of
validity discussed, but no relationship was established with any of the possible more distal criteria, specifically, the students' future behavior as teachers in classrooms. The tests also were not as reliable as they could be with more intensive development. These are only some of the specific criteria or measurement problems that confront anyone attempting research in this area. Future research might well be directed toward the development of instruments that will validly indicate the students' attainment of course objectives which will also be related to distal and ultimate measures of these objectives taken from the actual classroom situation.

The problem of assessing whether or not a teacher is effective in producing episodes developing self-confidence in his pupils and avoiding episodes that lead to the undermining of his pupils self-confidence might be easier than trying to measure a teacher's over-all effectiveness.

**Summary of Conclusions**

The following conclusions can be drawn from this study:

1. It is possible to develop a unit in educational psychology from selected episodes of interpersonal interaction between teacher and student involving self-confidence.
2. A unit on self-confidence in educational psychology developed from episodes of school behavior is significantly more effective in changing in the desired direction the students' attitudes toward self-confidence, his ability to solve case incidents involving self-confidence, his factual knowledge of self-confidence, its underlying factors as measured by objective tests, than no presentation of the unit, when there were no significant differences in ability and achievement between the two groups.

3. The following conclusions can be drawn from the data comparing the various methods of presentation of the unit on self-confidence:

   a. The decision method is three times as effective in bringing about change in the students' over-all competency with self-confidence as a unit as either the lecture or the discussion method with pre-test scores, achievement before entering the course, and ability partialled out as measured by the general factor extracted from the intercorrelations of the three post-tests.

   b. The decision method is more than twice as effective in bringing about change in the students' ability to solve case incidents involving self-confidence as either the lecture or the discussion method
with pre-test scores, ability and achievement partialled out as measured by the specific application factor on the post-application test.

c. There is no significant difference between any of the methods in the amount of change in attitudes or factual knowledge with the effect of pre-tests, ability and achievement partialled out on the attitude factor from the attitude test and on the fact factor from the factual information test.

d. The students' scholastic achievement is a better predictor of his change on the general competency factor and the general knowledge factor with pre-test scores partialled out than ability.

e. There is a significant relationship between a student's achievement prior to being taught a unit on self-confidence and his achievement after being taught a unit on self-confidence on the same objective tests with prior scholastic achievement and ability partialled out.
CHAPTER V
SUMMARY

Problem

The general aim of this study was to develop a unit in educational psychology and to evaluate methods of teaching this unit. The first aspect of the problem was to develop a unit on self-confidence from episodes of interpersonal interaction between teacher and pupil(s). The second aspect was to evaluate the lecture, discussion, and decision methods of presenting this unit with the effects of pre-unit status on its objectives (as measured by three objective tests), scholastic ability (as indicated by the Ohio State Psychological Examination), and scholastic achievement (as indicated by the student’s point-hour ratio).

Procedure

The critical incident technique of Flanagan was used to collect from the students in educational psychology classes one hundred episodes which developed self-confidence and one hundred episodes that undermined it. These incidents were analyzed, and frequencies at various grade levels as well as sex differences were established. The incidents were also categorized by the teacher behavior which elicited the episode and also by the reactions of the students to teacher actions.

A survey of the pertinent literature was conducted
factors. The Dwyer extension was employed to get the new loadings of the four factors on each of the other variables (three pre-tests, ability, achievement, decision, discussion, and lecture). This resulting matrix was used to compute the beta weights of each variable for predicting the four post-test factors by the Doolittle method. The Ezekial extension was used to get the standard error of each beta weight, which was then tested for significance.

Conclusions

A unit on self-confidence was developed and taught to 248 students. Students who were taught the unit on self-confidence were not significantly different in ability or achievement from those of the control group who were not taught the unit. However, they showed significantly greater change and difference scores from the pre- to the post-tests.

In comparing the three teaching methods, the decision method was found to be three times as effective as the lecture or discussion method in changing students' behavior on the general competency with self-confidence factor, with pre-tests, ability, and achievement partialled out. The students' point-hour ratio was a significant predictor of the general competency and fact factor, although ability was not a significant predictor of any criteria when other variables were partialled out.
to find principles that would explain precisely and parsimoniously the relationships between teacher behavior and student reactions. This material from the analysis of the critical incidents and the survey of the literature was used to write a monograph on self-confidence.

Three hundred and three students in elementary educational psychology were given three pre-tests, one measuring attitudes about self-confidence, one measuring ability to solve case incidents involving self-confidence, and one measuring factual information about self-confidence. During the next four class hours, three classes were taught by the group decision method; three by the group discussion method; and two by the lecture method. Two classes were not given any unit on self-confidence. On the sixth class day, one week after the pre-tests, each of the 303 students was given the same three tests over again.

Tests for significance were used to test for differences between the control group (no unit at all) and the combined experimental groups (all who were taught the unit). The scores obtained from the post-tests for the experimental groups were factored, resulting in a general competency with self-confidence, specific attitudes, specific application, and specific fact
Everyone has had certain experiences which, though often trifling in themselves, had a very marked effect upon their self-confidence and the way in which they felt themselves to be regarded by others with whom they associated. Sometimes these experiences tend to destroy self-confidence and bring about an "inferiority complex". Though the episode itself might have seemed of no importance, the effect often lasted for days or even years. Fortunately, not all such extraordinarily influential episodes are negative in nature. In fact, though often not realized, these episodes are probably just as influential as episodes of the opposite sort, and certainly play an exceedingly important part in an individual's development. Again the episode may be in nature—perhaps little more than a word of appreciation. Or the episode may extend over some time, as when a teacher helps a person to achieve a success which gives them new confidence and/or recognition among their peers, and their authorities (teachers, parents, etc.). Again the effects of these experiences may last for weeks or years—perhaps even change the trend of one's whole life.

Clearly, episodes of the first type should be avoided; they may work an incalculable harm to a child. And episodes of the latter type should occur more frequently; they have real educational potentialities. In fact, it might almost be said that in proportion as a teacher brings about few episodes of the first sort and many of the second type, she is liked by her pupils and effective in her work as a teacher. The written exercise that follows is intended to help make clear to you in terms of your own experiences the nature and the great importance of these two types of episodes, and to suggest ways in which you as a teacher may avoid bringing about the first type, and become competent in bringing about incidents of the second type.

**Episodes Developing Self-Confidence**

First, think of a school teacher you have had in either elementary school, secondary school or college, who regardless of other characteristics, was responsible for the episode in your school life that did the most to develop your self-confidence or self-respect. A fondly remembered incident will probably quickly come to mind. Describe this incident in detail, relating the circumstances surrounding the incident, what preceded its occurrence
and what effects this episode had on you, at the time and later on. Be sure to include what grade you were in at the time as well as any background material that will help to make the incident meaningful.

Episodes Undermining Self-Confidence

Now think of a school teacher that you have had in either elementary school, secondary school or college, who regardless of other characteristics, was responsible for precipitating the incident in your school life that did the most to destroy your self-confidence. Describe this incident in detail, being sure to include the grade that you were in at the time, the circumstances surrounding the incident and the immediate and later effects this incident had upon you.

Analysis

Compare and contrast the behaviors of your teachers in these two different types of episodes (those developing and those undermining self-confidence). Point out what you think were the significant aspects of their behavior in each incident and why you feel that these particular aspects of their behavior were so significant.

What specific recommendations would you make that would help a teacher or parent avoid incidents destroying confidence and achieve more frequent occurrences of incidents developing self-confidence.
ANALYSIS OF 100 INCIDENTS DEVELOPING SELF-CONFIDENCE

I. THE USE OF PRAISE

A. Praise given in private when deserved..... 13

1. Student felt more secure with increased self-esteem, motivation and interest, enabled to meet and set higher levels of aspiration..... 2
   a. Continual praise and encouragement when deserved led to development of particular aspects of behavior.......... 4
   b. Praise after a long and difficult struggle................ 2
   c. Praise from an unexpected authority source led to confirmation of aspirations......... 3

2. Worked to meet performance level set by teacher. Increased self-esteem, security, and motivation. Successful. 2
   a. Praise used to motivate student to work up to potentialities; aid in reaching them........... 2

3. Realized level of aspiration, increased esteem.................. 1
   a. Praise withheld for a long period; when finally given, student felt he had reached his level of aspiration........ 1

4. Increased motivation and self-esteem.......................... 1
   a. Student changed his habits of cheating when teacher praised him for first work he had done without this prop........... 1
B. Praise given in front of a group ..........16

1. Increased self-esteem and esteem from others (status), increased motivation, interest, and security, met and raised level of aspiration....12

   a. Although the work that was praised was not above average, the insecure student was given status among peers and status with the respected authority figure............................ 3

   b. Praise and recognition given to a job well done ................. 6

   c. Praise for accomplishment that no one else in the class could master................................. 3

2. Affirmed hoped-for level of aspiration raised level of aspiration, increased motivation, interest, and self-esteem and esteem from others (status)...........4

   a. Respected authority figure gave recognition and praise for promising work in which student felt he had a definite involve- ment............................................ 4

C. Praise given in front of a group after extra hard effort ......................... 6

1. Affirmed strived-for level of aspiration; increased self-esteem and the esteem from others, motivation; success led to the raised level of aspiration.......................... 5

2. Increased motivation, interest, self-esteem and raised level of aspiration.......................... 1
a. Teacher praised student for subject matter ability after a long period of work of which the teacher was unaware............ 1

II. HELP WITH PROBLEMS AND PROBLEM SITUATIONS

A. Teacher was sensitive to personal problems and helped to overcome them.................. 7

1. Increased security with adults and peers; increased self-esteem, motivation, raised level of aspiration; problem overcome.................... 6

a. Teacher talked to, encouraged and recognized student, provided techniques to overcome difficulties in behavior (stuttering, speaking difficulty) in front of group...................... 4

b. Shy and insecure students were led into social security and activities by thoughtful guidance by the teacher...................... 2

2. Increased security and esteem with adults and peers; problem overcome; student elated..................... 1

a. Teacher complimented student's hair and suggested a way to fix it for forthcoming school event. Student previously very sensitive about unruly hair............... 1

B. Teacher was sensitive to educational problems and helped to overcome them ............ 7

1. Increased self-esteem, interest and motivation; raised level of aspiration; student overcame problem........... 7
a. Helped student make up a deficiency in subject matter by personal help and encouragement.... 3

b. Helped students overcome language handicap with plan of study and special provisions in class.... 3

c. Through guidance and personal interest, teacher led student to choice of educational future.... 1

C. Teacher gave understanding and aid in handling a difficult situation.................. 2

1. Insecurity and tensions reduced, enabled student to overcome his problem, increased self-esteem, motivation and raised his level of aspiration.......................... 5

a. Recognition of, acceptance of and allowances for a physical handicap of the student............. 1

b. Awareness of student's situational problem led teacher to encourage individual's assets and aid particularly security.................. 2

c. Teacher rescued student ridiculed by peers for expressing interest in baking; led him to get a prize in a baking contest................. 1

d. Teacher was sensitive to girl whose original aspiration was thwarted (part in play), gave her many responsibilities and parts in the production............... 1

2. Reduction of insecurity and tensions led to maintainence of esteem (self and other)
a. Recognition of individual's lack of capacity in a situation and provision of a smooth solution..... 2

b. Teacher was sensitive to an impending problem, handled it in such a way as averting tension..... 2

1. Student complimented for new glasses, given small responsibilities, kept motivated.... 1

2. Girl started school one year late due to illness; teacher talked to parents; took girl to school with her first day.. 1

D. Teacher gave deserved criticism in private... 2

1. Student was brought to realize discrepancy between ability and achievement, raised level of aspiration, motivated student to reach teacher's goal for achievement......................... 2

a. Teacher brought student out of a slump by kind prodding in private.. 1

b. Teacher gave ultimatum in private; would not tolerate sub-par work.... 1

III. GIVING PRESTIGEFUL AND RESPONSIBLE POSITIONS

A. Teacher chose student for responsible and prestigeful role......................... 7

1. Increased level of social security and aided student in gaining peer status, increased motivation and self-esteem.... 2

2. Realization of a long sought for aspiration, increased interest, motivation and esteem......................... 3

a. Chosen from whole school to represent school at Girls' State........ 1
b. Teacher asked student to be president of an organization........... 1

c. Coach put untried quarterback in critical game, success............... 1

3. Raised level of academic aspiration, increased self and other esteem, interest and motivation.................... 2

a. Chosen to do a special project..... 1

b. Teacher gave a prestigious job beyond student's aspirations, success, praise...................... 1

B. Teacher chose student for prestigious and responsible role well beyond his present concept of his capacity......................... 2

1. Student met and was successful at a much higher level of aspiration than his own, due to teacher's putting him into a position that demanded it, increased self-other esteem and motivation........ 8

a. Teacher recognized student's potentialities, placed him in a position where he felt success was assured, tremendously aided student's development....................... 5

b. After choosing him for prestigious job, teacher encouraged and prodded student for weeks to secure this big step toward maturity................................. 1

c. Student hesitant to try for prestigious position was encouraged by teacher who insured success.2

1. Forced rise in level of aspiration led to change of over-all attitude toward life, increased security, motivation and interest in life in general............. 1
IV. SHOWED PERSONAL INTEREST AND UNDERSTANDING

A. Teacher showed a personal interest in Students

1. Growth in self-esteem, increased interests, security and motivation

   a. A respected authority figure gave attention and encouragement in general, confidence in student led to student's confidence in himself

   b. Developed a close friendship, shared mutual interests with a teacher near own age

   c. Teacher accepted child completely, "I want a child like you someday"

2. Gradual rise in level of aspiration, increased interest, motivation, and self-esteem

   a. Confidence and interest from respected authority figure

   b. Encouragement and praise, interest on part of teacher led to winning election

B. Teacher Encouraged a specific potentiality

1. Student set level of aspiration in new area, increased motivation and interest, effort led to success, increased esteem

   a. Recognition of a potentiality in a sport, encouragement to develop it

   b. Student unsure of interest in future; teacher led development of interests in a specific area
c. Uncovered ability in art, helped to foster this.......................... 1

d. Encouraged student to go into dramatics, followed and added responsibilities over a period of years to lead in school plays... 1

2. Student was led to set higher levels aspiration in area of some interest, increased motivation and success way above previous aspiration, added esteem. 3

a. Teacher encouraged and praised in a performing art, led to increased confidence where previously very insecure............... 2

b. Encouraged an academic talent....... 1

C. Teacher showed confidence and trust in student........................................ 5

1. Raised levels of aspiration, marked increase in security, motivation and interest......................................................... 3

a. Teacher refused to take negative view toward student's poor work in school in face of parents' condemnation of child in front of child, student's outlook toward school changed........................................ 1

b. Coach allowed small boys to come out for football, eventual success. 1

c. Teacher allowed student to do independent work during class......... 1

2. Removed fears and tensions, maintained high level of aspiration in face of tense competitive test....................... 2
a. Enabled student to go on and compete in a spelling contest at city level after school win.

b. After losing race to very good athlete, coach told student he could win next time; student worked hard and was successful.
1. Teacher ridiculed a goal in life that student turned in on a written paper, student had been very involved in goal...... 2

2. Non-constructive criticism by the teacher for minor misconduct that student was aware of......................... 8
   a. Embarrassment, loss of self-other esteem, and of general security with peers and authority figures.... 4

   1. Harsh reprimands for minor classroom disturbances......... 3

   2. Student ran off to watch a fire and didn't return from recess......................... 1

   b. Loss of self-esteem and motivation.. 1

   1. Teacher ridiculed a student for saying, "God bless you" to a sneeze in an already disorganized class session..... 1

   c. Loss of self-other esteem, motivation and interest along with a lowered level of aspiration............ 2

      1. Teacher caught a student day dreaming, severely criticized her and her homework..... 1

      2. Teacher scolded girl for talking in class; student has been very shy since............. 1

      3. Criticized student for coming to class late after trying to clean up from playing......... 1

3. Harsh criticism because of unintentional or awkward behavior........................ 12
   a. Embarrassment, loss of self-other esteem, motivation and interest...... 3
1. Student backed up and accidentally bumped into teacher and was ridiculed. 1

2. Teacher ridiculed student for laughing at a piece of literature teacher did not find amusing. 1

3. Student severely punished for using wrong pencil sharpener. 1

b. General insecurity with peers and authorities, embarrassment, loss of self-other esteem along with an increased dislike for school. 6

1. Severe teacher either refused to let child go to the bathroom or child was afraid to ask; accident in classroom, ridiculed by teacher. 2

2. A "good" but rather nervous student unconsciously marked in book and enraged teacher. 1

3. Student sneezed in the school's Mass, Sister punished her. 1

4. Student tripped coming into class, ridiculed by teacher. 1

5. Student ridiculed for awkward behavior cleaning up room, teacher at fault. 1

c. Loss of self-other esteem and security in the group. 3

1. Teacher knocked down student for wrong blocking, even though student was absent when skill was taught. 1

2. Student late for school; lost track of time; accused of lying. 1
ANALYSIS OF 100 INCIDENTS UNDERMINING SELF-CONFIDENCE

I. NON-CONSTRUCTIVE CRITICISM

A. Non-constructive criticism in front of a group

1. Non-constructive criticism by teacher for academic performance

   a. Lowered level of aspiration, loss of motivation, interest, self-esteem and esteem from others and increased general insecurity in peer group and with authority figures

      1. Student unable to answer teacher's oral or written question, ridiculed beyond reason

      2. Teacher's criticism prevented student from achieving hoped-for level of aspiration after considerable person involvement on student's part

      3. Teacher ridiculed student's work even though performance was desirable

      4. Teacher ridiculed a child for not listening to her explanation when student asked for help; student never asked for teachers' aid again

      5. Teacher called student stupid for not winning a scholarship from city-wide competition after girl had already accepted defeat

   b. Increased general insecurity and loss of self-other esteem
1. Student criticized for poor marching when whole band was as poor................. 1

4. Harsh criticism for no objective reason as far as the student's behavior was concerned........................... 18

   a. Lowered level of aspiration, loss of self-other esteem, interest and motivation as well as security.... 8

1. Teacher vented frustration on handiest student.......... 2

2. Teacher ridiculed and made fun of students' abilities before course began.......... 2

3. Teacher spent most of her time letting boys in her typing class know that she disapproved of their presence. 1

4. Teacher severely criticized teacher for jitterbugging at school dance.............. 1

5. Teacher had forgotten to put grade on student's paper, flew into rage when asked about it and gave failing grade......................... 1

6. Teacher told student none of the boys wanted her as cheerleader; untrue, done because of personal grudge against girl's parent.................... 1

b. Loss of self-other esteem and security................................. 3

1. After being chosen to apply job, principle told student she was poor secretary..... 1
2. Teacher pounced on a shy girl who bit her lip (nervous habit) and accused her of suppressing laugh. 1

3. Teacher severely criticized student's hairdo, ordered her to have it changed by afternoon. 1

B. Non-Constructive Criticism in Private 4

1. Loss of self-esteem, security and motivation  2
   a. Teacher told student she was not capable of newly elected job, forced her to let someone else do it. 1
   b. Piano teacher slapped student's hands when he made a mistake and severely criticized him in spite of real ability 1

2. Loss of self-esteem and security  2
   a. Teacher disliked popular student; criticized her in area in which student previously felt strong 1
   b. Teacher ridiculed student who changed career plans away from medicine 1

II. TEACHER'S INSENSITIVITY TO STUDENT'S PROBLEMS 22

A. Insensitive to academic problems of student 2

1. Loss of self-esteem, interest and motivation, with a lowering of student's level of aspiration 6
   a. Student was failing in subject, teacher ignored him; negative attitude 4
   b. Student failed to reach level of aspiration when teacher gave low grade to project student did 2
2. Loss of self-other esteem, security and motivation as well as a loss of interest and a lowering of the level of aspiration ........................................ 3
   a. Student was given exam in front of woodwind teacher who made no attempt to alleviate nervousness.. 1
   b. Teacher always used student's themes as examples of poor work, made no attempt to help her....... 1
   c. Student returned to school after long illness. Teacher did not help her to catch up.............. 1

B. Insensitive to health or physical problem of student ............................................. 4

1. Loss of self-other esteem, increasing insecurity and withdrawal from group... 2
   a. Teacher insisted that student use her deaf ear in game or not play.............................. 1
   b. Teacher made aspersions to student's braces....................................................... 1

2. Lowering of the level of aspiration, loss of self-other esteem, motivation, and interest......................... 2
   a. Teacher intended to put student back a grade because of poor work; student's lethargic condition due to medication............. 1
   b. Student need glasses, teacher ridiculed her for poor work........... 1

C. Teacher insensitive to the emotional problems of student............................. 5
1. Loss of self-other esteem, confusion....  1
   a. Student elected president of class, was supposed to report misdemeanors to teacher............  1

2. Loss of self-other esteem, motivation and interest, lowering of aspiration....  1
   a. One of three girls in mathematics class; teacher refused to block ridicule of girls by boys in class...............................  1

E. Teacher insensitive to individual differences  2

1. Lower level of aspiration, loss of self-other esteem, motivation, interest, and security .................  2
   a. Constant comparison of bright student to older and brighter siblings...............................  2

III. TEACHER FALSELY ACCUSED STUDENTS.........................  9

A. Teacher falsely accused student in front of group........................................  8

1. Embarrassment, loss of self-other esteem, security, motivation and interest..............................  4
   a. Teacher accused student of cheating in class in spite of evidence to the contrary......................  2
   b. Teacher accused student of stealing craft project........................................  1
   c. Teacher punished student who hit another child without finding out background..............................  1

2. Embarrassment, loss of self-other esteem, withdrawal from participation...  1
   a. Student busily doing lab work, other students played joke, student blamed..............................  1
3. Loss of self-other esteem and peer and authority security

   a. Teacher accused student of lying and dishonesty

      1. Student found watch which he intended to return, but teacher would not believe him

      2. Student accused of lying

   b. Shy, sensitive student accused of being responsible for brother's absence

B. Teacher falsely accused student in private

   1. Lowered self-esteem, loss of interest, and motivation

      a. Instructor refused to admit that she was wrong in face of objective evidence

IV. TEACHER'S BEHAVIOR TOWARD STUDENT UNFAIR OR UNETHICAL

   A. Teacher's behavior was unethical

      1. Loss of self-other esteem, security, interest and motivation

         a. Teacher told student's friends that student had gotten one mark on test; when test was returned, mark was lower; teacher enraged when questioned about it

         b. Teacher told class about conferences he had been having with the student's parents, who were quite provoked at the teacher
B. Teacher's behavior was unfair

1. Loss of self-other esteem, motivation and security

   a. Student completely ignored and disliked by authority figure

   b. Teacher overlooked student at a play try out; student felt she therefore was no good

2. Loss of self-esteem, motivation and interest in a particular class

   a. Teacher asked the student what answers to questions were even after she realized they were from unassigned reading

   b. Teacher upheld one student's grading of another's paper even though the grading was not in keeping with all the other students' grading

V. TEACHER'S BEHAVIOR TOWARD THE ENTIRE CLASS WAS INADEQUATE

A. Teacher used poor general teaching methods

1. Extreme loss of security and self-esteem, level of aspiration and self-concept threatened

   a. Teacher grossly over-stressed importance of grades; when student received an "F" on small assignment, her self-concept was shattered and she became very fearful

   b. Teacher gave the whole class "C" for the first marking period with no explanation; upset student had high aspirations in this subject
2. Lowered level of aspiration, loss of self-other esteem, motivation, interest and security.................................................. 2
   a. Teacher presented the material in dull and incomprehensible way....... 1
   b. Teacher split class in half on the basis of a test at the beginning of the year and proceeded to ignore the poorer half........................... 1

3. Extreme loss of self-other esteem and general security......................... 1
   a. Student had difficulty controlling urine in class; after student had left the room, teacher lectured class as to undesirability of this behavior using student as example even after she returned to room..... 1

B. Teacher took a negative attitude toward whole class........................................ 3

   1. Loss of self-esteem, motivation, interest and level of aspiration............... 3
      a. Instructor was very sarcastic to whole class, causing large portion of class to drop the course............. 2
      b. Instructor incessantly showed up all of student's weaknesses, read grades aloud, and offered no help to those who sought it............... 1
YOU AND YOUR STUDENTS' SELF-CONFIDENCE

Mary had been in the fourth grade of a new school for a week and had not as yet made any friends, when the teacher called on her unexpectedly to answer a question. The whole classroom took on an ominous silence for several moments as Mary fumbled for an answer. Mary finally was able to tell the teacher that she did not know the answer. At this point the teacher spent five minutes verbally berating Mary, "You should know that simple answer...You are stupid and will never pass fourth grade...no sense in your even coming to school."

Needless to say, Mary felt insecure and unimportant thereafter when she was with her classmates or with the teacher. Today Mary is a successful college student but still finds it very difficult to answer a question in class even when she knows the answer.

Let us, on the other hand, look at an episode in Paul's school life. When Paul was in the sixth grade, he composed a piece of music for the piano but was rather reluctant to play it as he did not think he had much ability. His teacher encouraged him to play it in front of her, his class and other classes. The praise and encouragement from his teacher and friends did a great deal for Paul's confidence. Today Paul is a successful music student in college and relates this episode as the one most directly responsible for his choosing music as his career.

These are two different teachers, two different incidents, yet both deal directly with the result of a teacher's behavior, and both have long range consequences. No one would have much difficulty in deciding which was the most desirable incident. In our own years of going to school, we have all had many experiences which have either built up or torn down our self-confidence. Some of these episodes from our school life are so vivid that we can easily recall them in detail. Thinking back, we can assess these incidents and see how many of the positive incidents were a result of deliberate behavior on the part of the teacher, and how an even greater percentage of the negative incidents could have been avoided if the teacher had acted differently.

Many of you have written papers about incidents in your own schooling that have had an effect on your self-confidence. Some of you will begin thinking now of times
in school when your confidence in yourself has been either buoyed up or undermined. With this consideration of the effects upon experiences you have had, it will probably be quite easy for you to accept the idea that a teacher should do all in his or her power to foster incidents which develop a student's self-confidence and to avoid those which serve to destroy this self-confidence.

It is easy for us to agree that we must foster self-confidence, but we ought to ask ourselves several questions before we proceed. What is self-confidence? What are the underlying foundations of self-confidence? Just what effects do positive and negative episodes have on behavior? How can we specifically foster the positive and avoid the negative? What is the nature of self-confidence development and destruction in a school setting? These are only some of the ideas with which we must come to grips if we are to adequately grasp the concept of self-confidence and come to grips with it successfully.

What is self-confidence? Since this is an abstract concept that has no physical entity in itself, (i. e. you cannot see or feel self-confidence), its exact meaning differs from person to person. There is nothing we can readily point to in order to correct our interpretation. We have the same kind of trouble with concepts like intelligence, personality and God.

When we refer to self-confidence, we are referring to a state of mind, a concept of one's self, characterized by one's reliance on himself or on his circumstances. The person who is self-confident has self-respect or self-esteem. He has faith in his abilities and his actions and in his worth as an individual. We can only indirectly assess this characteristic by observing a person's behavior and inferring the degree of confidence a person has. Most of us have always thought of ourselves as either having self-confidence or not having it. This dualistic approach disappears as we begin a systematic investigation of this concept. This approach becomes a hindrance if used to evolve useful ideas in dealing with everyday situations. We must rather say that self-confidence exists in degrees, not in entirety. Everyone has some self-confidence; no one has self-confidence in every aspect of his life. If we were put in front of the controls of a jet plane going a thousand miles an hour and were told to take over, most of us would lose self-confidence. However, given the wheel of a car under conquerable conditions, most of us would feel quite confident. We could also have various degrees of faith in our
ability to handle the jet or the automobile. It is one thing to feel confident while driving on a country road and another thing indeed to feel confident driving in the middle of a metropolis at five p. m.

In brief, then, we can say that self-confidence is self-respect or self-esteem, reflecting the degree of reliance on one's self or one's acceptance of one's self. It exists in a quantity and can vary infinitely in amount, rather than existing in an either/or relationship. The feeling one has in respect to his self-confidence is thus governed by his experiences both past and present.

The next logical point thus follows: if one's feeling toward oneself is the result of the past experiences which one brings to present experiences, the development of confidence normally is a gradual, slow process which begins in infancy. The nature of the bulk of these past experiences will determine whether a person has a great deal or very little confidence in himself. Later we will examine more closely the types of experiences that lead in each direction.

What is the person like who has a high degree of self-confidence or self-acceptance? In an intensive study of ten individuals, Elizabeth Sheerer was able to derive the following descriptions (13):

A self-confident individual:
1. Has faith in his capacity to cope with life.
2. Considers his worth as a person equal to others.
3. Does not regard himself as queer or abnormal; does not expect others to reject him.
4. Is not shy or self-conscious.
5. Assumes responsibility for his own behavior.
6. Follows his personal standards instead of conforming to external standards.
7. Accepts praise or blame objectively.
8. Does not condemn himself for any limitations, or deny his superior qualities.
9. Does not condemn himself for his feelings or deny them.

This gives a picture of the positive end of a continuum of self-confidence. We can continue to develop toward these goals, stagnate at any point along the way, or even move toward the negative end of the continuum, depending on our experiences as we see them.
At first glance we would say that any one teacher can do relatively little for a person's self-confidence. This, however, is not so. We remember experiences we have had that have done a tremendous amount for our confidence either for or against. Some experiences, because of their nature, have tremendous influences on our immediate self-confidence, as well as influences on our experiences and self-confidence for years to come.

In the next section we are going to examine incidents that had a great deal of impact on the student's feelings of respect for himself. From these we will be able to see what sorts of incidents foster and which kind destroy confidence. We will be able to search into the dynamics of these episodes and evolve some guides for our own behavior as teachers.

The Developing and Undermining of Self-Confidence in the School Setting

In a study making a detailed analysis of one hundred incidents developing self-confidence and one hundred incidents destroying it, written by students in Educational Psychology, some of the following things were found about the teacher and the school in their role in the development of this phase of the student's personality. (25)

These significant episodes occurred all through the school years from kindergarten to college in both the developing and destroying categories. However, as you can see from Table I, the relative percentages varied between the two categories as well as between the two sexes.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>9</td>
<td>0</td>
<td>6</td>
<td>23</td>
<td>10</td>
<td>19</td>
<td>16</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>4-6</td>
<td>16</td>
<td>10</td>
<td>14</td>
<td>26</td>
<td>23</td>
<td>25</td>
<td>21</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>7-9</td>
<td>13</td>
<td>32</td>
<td>19</td>
<td>19</td>
<td>45</td>
<td>27</td>
<td>16</td>
<td>39</td>
<td>23</td>
</tr>
<tr>
<td>10-12</td>
<td>49</td>
<td>58</td>
<td>52</td>
<td>17</td>
<td>19</td>
<td>18</td>
<td>33</td>
<td>39</td>
<td>35</td>
</tr>
<tr>
<td>College</td>
<td>13</td>
<td>0</td>
<td>9</td>
<td>15</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>
Whereas only twenty percent of the incidents developing self-confidence occurred up through the sixth grade, forty-four percent of the destroying incidents had occurred in this period. Thirty-nine percent of the incidents developing self-confidence and seventy-one percent of those undermining it had occurred by the end of junior high school. Thus, fifty-two percent of the incidents developing self-confidence happened while the student was in senior high school and only eighteen percent of those destroying it happened in that time.

In comparing sex differences, we find that for girls, incidents developing confidence occurred fairly frequently in all grades, concentrating in senior high school. However, for boys, these incidents rarely occurred except in the high school years (seventh-twelfth grade). No incidents of a positive nature were reported for boys in the first three grades and only ten percent were reported by the end of the sixth grade, in comparison to twenty-five percent of the girls' episodes in this same period. Incidents destroying self-confidence also showed boy-girl differences. However, both boys and girls showed a wide range of grades in which these episodes occurred with the peak for boys (45%) in the junior high school years (seventh-ninth grade) and for girls, in the later grade school years.

Before attempting to draw any conclusions from these findings, we will reiterate briefly what seem to be the most significant facts.

1. Incidents destroying self-confidence occur predominantly in the elementary grades, and for any one individual, usually precede those building self-confidence.

2. Incidents building confidence occur overwhelmingly in the later high school years.

3. Though incidents developing confidence occur predominantly in high school for both sexes, girls have numerous experiences at all ages. The experiences for boys are more concentrated in the later years.

4. Incidents undermining confidence were concentrated for girls in the elementary years; those for boys were concentrated in the junior high years.
Keeping in mind the size and nature of the sample and the tentativeness of the conclusions to be drawn, we can search for some meaning in these results. In spite of the fact that we tend to forget unpleasant things more readily than pleasant, the unpleasant episodes occurred significantly earlier than the pleasant; why? First, we might say that since these persons were all eventually successful academically, later years saw developing experiences outweighing destroying episodes. However, if we looked at a group of unsuccessful high school students, we might get another picture. Secondly, we can say that teachers and programs in high schools are better prepared or better able to meet the needs of the student which leads to self-confidence. Thirdly, we can also say that a person in high school has a much greater backlog of experiences and thus any one experience is less likely to tear down confidence as much as a similar experience in grade school where there is not as much counter action of a large number of positive experiences. We might ask, however, in the same vein, why the most significant episodes developing self-confidence did not also occur in these earlier years. Fourthly, and closely related to the third possibility, is that younger children might be more sensitive to their environment, particularly in regard to the threatening aspects, as love and security needs are more important at that time than more complex needs for self-confidence and the confidence of others. (15) Probably the answer is not one of these factors alone, but rather an interaction of them all, plus others.

What interpretations might we make from the sex differences we find? We noted that boys cited very few experiences at all from their first years in school. We might tentatively say, in line with the work of Meyer and Thompson (17), that boys become less involved in school in the early grades and thus the work and actions of the teacher are less threatening to them. They therefore do not care as much as girls do or even as much as they themselves will care in a few years. This sort of conclusion is, in part, supported by the significantly greater average achievement in school grades of girls over boys, even if standard achievement test scores are held constant, and the differences are even more marked if boys are compared to girls in achievement in general. (14) Dorothea McCarthy reports that more boys than girls receive punishment in grade school, and also that more boys than girls have various sorts of academic problems such as reading. (14) The evidence then is clear that boys in general are less successful than girls in their early school years. This may be part of the reason they have relatively little emotional involvement, as other things assume greater significance, since they tend to be more successful in those areas.
Some of the other sex differences seem a bit more obvious. The incidents undermining self-confidence occur earlier in girls than in boys and seem, in part, to coincide with puberty's onset. This would tend to reflect the increased stress created in the teenager by our culture and, in a sense, shows the effect of this stress in many areas of life.

What do these facts and interpretations show about our schools? The most obvious thing is that though the emphasis in elementary schools is on the over-all development of the child, most children who later reach college suffer their severest episodes destroying confidence during this period. Although teachers at this level are supposed to understand children and their needs, it is obvious that large numbers of the teachers do not. What can we do in our elementary schools to change this situation?

Another period during which we need to be very much aware of the student's development of self-confidence is the years surrounding and most particularly preceding, puberty. What must the teacher and the school do during these times to reduce devastating episodes? What is the implication of the fact that of those students who continue on to college, most of their significant incidents building confidence occur in their last years of school? Is it because of their real ability? If more students with the ability were given similar boosts to their confidence at those times, would they also find a way to go to college?

Some of the questions we have asked might be answerable as we turn from looking at the time when these episodes occur, and give our attention to the nature of the incidents.

Tables Two and Three will give you a visual picture of the nature and frequency of occurrence of the various incidents both developing and undermining self-confidence. These episodes are grouped under the various teacher behaviors that led the student either to lose or to develop self-confidence.

It becomes at once apparent that certain behavior on the teacher's part leads to developing or destroying confidence in many students. Although each student is an individual, certain patterns of teacher behavior affect large percentages of students in the same way.
TABLE 2

Outline of Classification of Incidents Undermining Self-Confidence in Terms of Teacher Behavior - Number of Occurrences per 100 Cases in Parentheses.

I. NON-CONSTRUCTIVE CRITICISM ......................................(55)
   A. Non-constructive criticism in front of a group...(51)
      1. Non-constructive criticism by teacher for academic performance..............................(20)
      2. Non-constructive criticism by teacher for minor misconduct of which the student was aware.................................................................(8)
      3. Harsh criticism because of unintentional or awkward behavior.............................................(12)
      4. Harsh criticism for no objective reason as far as the student's behavior was concerned.................................................................(11)
   B. Non-constructive criticism in private.................................(4)

II. TEACHER'S INSENSITIVITY TO STUDENT'S PROBLEMS...........(22)
   A. Teacher insensitive to academic problems of the student.................................(9)
   B. Teacher insensitive to health or physical problems of the student...............................(4)
   C. Teacher insensitive to the emotional problems of the student.................................................(5)
   D. Teacher insensitive to the social problems of the student.................................................(2)
   E. Teacher insensitive to individual differences causing problems.................................................(2)

III. TEACHER'S FALSE ACCUSATION OF THE STUDENT...........(9)
   A. Teacher's false accusation of the student in front of a group.........................................................(8)
   B. Teacher's false accusation of a student in private.........................................................(1)

IV. TEACHER'S UNFAIR OR UNETHICAL BEHAVIOR TOWARD THE STUDENT.........................................................(6)
   A. Teacher's behavior was unfair.........................................................(4)
   B. Teacher's behavior was unethical.........................................................(2)

V. TEACHER'S INADEQUATE BEHAVIOR TOWARD THE WHOLE CLASS.........................................................(8)
   A. Teacher's poor general teaching methods.........................................................(5)
   B. Teacher's negative attitude toward the whole class.........................................................(3)
# TABLE 3

Categorizations of Incidents Developing Self-Confidence in Terms of Teacher Behavior - Number of Occurrences per 100 Cases in Parentheses.

## I. THE USE OF PRAISE

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Deserved praise given in private</td>
<td>13</td>
</tr>
<tr>
<td>B. Praise given in front of a group</td>
<td>16</td>
</tr>
<tr>
<td>C. Praise given in front of a group after extra hard effort</td>
<td></td>
</tr>
</tbody>
</table>

## II. HELP WITH PROBLEMS OR PROBLEM SITUATIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teacher was sensitive to personal problems and helped to overcome them</td>
<td>7</td>
</tr>
<tr>
<td>B. Teacher was sensitive to educational problems and helped to overcome them</td>
<td>7</td>
</tr>
<tr>
<td>C. Teacher gave understanding and aid in overcoming a difficult situation</td>
<td>9</td>
</tr>
<tr>
<td>D. Teacher gave deserved criticism in private</td>
<td></td>
</tr>
</tbody>
</table>

## III. GIVING OF PRESTIGEFUL AND RESPONSIBLE POSITIONS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teacher chose student for prestigeful and responsible role</td>
<td>7</td>
</tr>
<tr>
<td>B. Teacher chose student for prestigeful and responsible well beyond the student's present concept of his capacity</td>
<td>9</td>
</tr>
</tbody>
</table>

## IV. SHOWING OF PERSONAL INTEREST AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teacher showed a personal and special interest in student</td>
<td>9</td>
</tr>
<tr>
<td>B. Teacher encouraged a specific potentiality</td>
<td>10</td>
</tr>
<tr>
<td>C. Teacher showed confidence and trust in a student</td>
<td>5</td>
</tr>
</tbody>
</table>
It also immediately becomes evident that the largest broad categories in each group (developing and undermining) bear a distinct relationship to each other. The first category in each group has to do with the teacher's attitude toward the student's performance.

The Use of Non-Constructive Criticism:

The negative end of the scale reflects non-acceptance and rejection, particularly undeserved rejection, in the form of non-constructive criticism. This sort of behavior fits under the common rubric punishment, being essentially verbal punishment. Judging from the absence of incidents involving physical punishment, we can tentatively, in this context, add support to the idea that physical punishment has a less marked effect on a student than does verbal punishment.

In taking a closer look at these incidents which comprise fifty-five percent of those undermining self-confidence, we can see other similarities in them.

1. The incidents occurred predominantly in front of the student's peers.
2. The criticism usually extended beyond the objective situation to the student's general characteristics. (i.e. "You're stupid, etc.")
3. The criticism was generally undeserved or overly severe; the work or performance being normal or better, particularly in the student's mind.
4. The criticism usually did not fit the student's idea of himself as a student or a person. (i.e. the student felt he had done a good job.)
5. The teacher's behavior was unexpected, or at least the student was not prepared for the teacher's reaction.

What is the general nature of the student's reaction in a situation of this sort and what effects often occur? The immediate behavior is obviously humiliation and embarrassment, the student rapidly losing self-confidence in that his esteem for himself is forcibly lowered along with the esteem shown by his peers and his authority figure in this environment, the teacher. With such a severe blow to his confidence, the student often becomes very insecure in his peer group and in the teacher's presence. Honest effort or unintentional behavior receiving such wrath also frequently leads to a lack of motivation and interest
in this particular class, and the student who once had high aspirations of accomplishment generally lowers his aspirations below his capacities. In a sizeable portion of episodes, there are lasting effects, many students never reciting in school again, or hating some subject from that time on. Clearly these episodes reflect an unhealthy use of punishment in the form of criticism.

The following episode clearly shows many of the points above. Which particular aspect does it portray most clearly?

The seventh grade art class was painting with water colors one day when Jane and a friend decided to step back to be able to get a better perspective on their work. Suddenly Jane felt a severe tug on her hair and turned to see that she had backed into her teacher. The outraged teacher screamed, "You not only can't draw any better than a second grader, but you are carefree and inconsiderate too. Look at the bottles of paint you would have spilled on the table."

At this point the class began to snicker and Jane also began to laugh, but the teacher only became more intense, dragging Jane to her stool and slamming her into it. A few minutes passed and Jane sat on her stool still laughing a little when the teacher came by and kicked the stool out from under Jane, causing her to fall resoundingly on the floor. There Jane sat with the whole class staring at her, afraid to laugh and not wanting to cry. Jane got a rather poor mark in that art class and has ever since that time hated art and never again took a course in art.

Some questions follow that might help you gather some of the case's pertinent aspects. What was the most probable reason for Jane's laughter in the early portion of the episode? What was Jane's probable behavior in class from this point on? How can you explain the long range effects of this episode? Why did the teacher become increasingly enraged? If you were a high school teacher, how might you cope with Jane's dislike for art?

The Use of Praise:

The positive end of the continuum or scale of acceptance and rejection of a student's performance is seen in the teacher's discriminate use of praise. Again by reading incident after incident, we found that reward never took the form of some physical gimmick like a star or a medal for a certain level of performance but that praise was verbal in nature concentrating on the positive aspects of the student's performance. Almost every incident developing
confidence involved praise with thirty-five percent of the incidents using this as the major aspect of the episode. We can then surmise that the use of extrinsic physical rewards is not the best method of reward when we are interested in self-confidence, motivation and levels of aspiration.

Taking a closer look, what can we say about these episodes? What recurring similarities appear?

1. They either take place in front of a peer group or in private with a respected authority figure, the teacher.
2. The teacher was usually respected not only by the particular student, but by his whole peer group as well.
3. The praise was almost always deserved and never flowery or insincere.
4. The student usually felt his work was very good and the teacher's reaction confirmed this, thus fitting a hoped-for idea of himself.
5. The student was personally involved in the performance in that success was very important to him. In other words, he was motivated.
6. The episodes were, for the most part, deliberately planned by the teacher.

What sort of behavior do we find the student displaying when he experiences this sort of experience? The immediate behavior is again quite obvious. The thrill of success and recognition for performance readily increases self-confidence through increased esteem for himself and increased esteem from others, whether peers or authority figures or both. The student's hoped-for level of aspiration has been successfully met and the student sets higher levels of aspiration. The student also usually becomes increasingly interested in the particular subject matter, or school in general and works even harder than before. Quite often these episodes eventually lead to the choice of a student's life work, even more often to a lifetime interest in a particular subject, such as art, literature, etc.

Let us look at a typical case and ask some specific questions about what is happening and why? Since we first looked at a rather undesirable art class, we will this time look at another very different art class.

Joe's third grade art teacher drew very well and was highly respected by the class because of her ability. Joe
and the class liked art very much and always did their best to draw well. One day the teacher picked up Joe's creation and examined it thoughtfully, asked another teacher to come in and look at it and then hung it in front of the room in the place of honor. This simple episode did a great deal for Joe's budding interest in art; he worked twice as hard in art class from that day on, often being asked to draw on the board. Even in his other classes, Joe tried harder so that his art teacher would be as proud of him in them. Today he is a successful student in the field of art education, intending to make the teaching of art his profession.

These questions may aid you in deriving some of the significant aspects of this type of episode. How must the teacher have acted with the rest of the students? Why? Would this make any difference in the effect of the incident upon Joe? Why did Joe become more interested in art, work harder and try harder in other subjects? Why does praise have this effect? Why did Joe aspire to do even better in art? In what sort of circumstances might this episode have resulted in reverse effects, why?

**Student's Problems:**

The next major classification of teacher's behaviors, their sensitivity and helpfulness with students' problems, finds its negative extreme represented by twenty-two percent of the incidents destroying confidence and its positive extreme represented by some twenty-five percent of the episodes developing confidence. This clearly establishes the importance of the teacher's recognizing and helping students with their problems in all areas, though academic ones predominate. It is an often stated opinion that the teacher should not bother with students' problems other than academic ones. It becomes very difficult to hold such an opinion in the face of the importance which the teacher's sensitivity or lack of sensitivity has on a student's self-confidence as well as on other aspects of his development. This is impressively brought out by these episodes.

**Insensitivity to Problems:** The most pervading factor in negative episodes in this category was the teacher's failure to recognize the presence of a problem or her ignoring it, if she was aware of its existence. These teachers refused to make individual allowances; in a sense, they refused to recognize any individual differences from student to student. Their method of handling students who were
obviously different was to try to force them into the com-
mon mold without any special attention other than
punishment.

The students' reactions in these situations in gen-
eral were similar to those when punished by criticism and
ridicule. However, quite often deeper more basic needs
such as those for love and security seemed to be threatened
as problem situations were aggravated by teachers' beha-
viors. Self-esteem was more readily damaged than esteem
from others. This usually suffered more from the student's
lack of perception of his peers' attitudes rather than from
their actual attitudes. The student usually lowered his
general level of aspiration, losing motivation and interest
as all of his energy became focused on a problem which was
increasing in intensity and scope. Thus we see again the
pervasiveness of the effect of an episode which primarily
reduced a person's self-confidence but which also decreased
his general effectiveness significantly in other aspects
of his behavior; he cared less, tried less, and as a result,
learned less.

Here is an incident to illustrate the negative epi-
sodes of this type. Pat was a rather selfish child
tending to be aggressively independent, who had found
difficulty getting along with others. She managed to make
considerable headway on these problems in the first grade;
however, in the second grade, she missed eight consecutive
weeks of school during the winter due to an illness and
bad weather. When she returned, she was far behind the
rest of the lessons. Pat looked to her teacher who said
and did nothing, expecting her to catch up on her own.
After a few weeks of trying without encouragement, Pat gave
up and lost interest, finding other ways of keeping occu-
pied. The teacher, of course, did not approve of these
diversions and began to punish her frequently. This led
Pat to lose any status she might have had among her peers
for they began to make fun of her. She then resorted to
her previous hostile and aggressive attitude toward other
children and toward school in general. Needless to say,
it was several years before Pat again felt at ease in
school or among her age group.

Questions to think about: To what extent must the
teacher be blamed for this child's behavior after her
absence? Why? What indicators are there to the severity
of the effects on the child? Why were the effects so severe?
What attitudes should a teacher have toward a child in this
situation? How might she implement these attitudes?
Sensitivity to Problems: In sharp contrast, episodes evolving from students' problems that led to the development of self-confidence contained a sensitivity and awareness on the part of the teacher that a problem existed as well as a carefully thought-out plan of behavior that would help the student to overcome his problem. The teacher's awareness was then twofold. She knew that the problem was paramount to the student and also she had a way to effectively deal with this problem. Another aspect of these episodes is the fact that these were the student's actual problems not problems that the teacher thought the student might have. Also, these problems were of tremendous importance to the student at the time the teacher intervened.

The resulting change in student behavior is partially determined by the nature of the problem involved; however, we find the same pattern as in other positive incidents for the most part. The pattern in this case stresses the increase in the student's general feelings of security a bit more, along with the higher level growth of self-confidence. In these incidents, too, the problem is overcome or greatly alleviated allowing the student to focus on other aspects of school and is often accompanied by a raised level of aspiration, increased interest and motivation.

The following episode is illustrative of this pattern leading to greater confidence. Bob was nervous and doing rather poorly scholastically when he was fourteen. His family was very poor and had a though struggle financially. His father's death at this time did not help the tense home situation. Bob, being quite upset in his home environment, was still very serious about his school work and always knew the work when the time came for examinations. No matter what he did during exams, he always became too tense and worried to get the right answers and thus was failing. One of Bob's teachers recognized his inability to express himself and on several occasions she had tried to get him to talk about himself so that she might help him, but Bob was too shy to say anything to her. Finally, when the school term was almost over and Bob was failing, the teacher took him aside and told him that she believed he knew the work and suggested that she give him an oral exam and base the grade on that. Needless to say, Bob was still exceedingly tense and afraid but with the sympathetic understanding of the teacher, he was able to do enough better to be passed. The teacher encouraged Bob when she could during the exam, without minimizing his problem. When they had finished the exam, the teacher worked out a study plan with Bob, designed to help him gain confidence. Bob
left the room that evening with a very needed bit of self-confidence, nourished wisely by a teacher who cared what happened to Bob. Now he is a successful college student though once he was doing failing work in junior high school.

Some pertinent questions: Why did Bob become so tense and nervous as to become ineffective in an examination? Did the teacher deal directly with Bob's problem? If she didn't, why was she so effective in changing his whole outlook toward school? Would it have been wise for the teacher to contact Bob's home and try to get them more interested in what Bob did at school? Why? Most students find it easier to write an examination rather than have it orally; why do you suppose Bob did better with an oral exam?

This completes our analysis of the major areas of developing and destroying self-confidence: praise and punishment, sensitivity and insensitivity to students' problems. The other categories are also interesting and important and seem, in general, to portray a teacher who was understanding and interested in her students' needs as persons, as adverse to a person who was more interested in her own needs for status and security, centering her attention on strict discipline and rigid subject matter.

One group of teachers' behaviors deserves a closer look. This is the category best described as the giving of prestigious and responsible positions to the student in which he is successful. In about ten percent of the one hundred cases, we find the teacher going one step further and placing the student in a role well beyond the student's present concept of his capacity and then so handling the situation and the student that the student achieves success in this new position.

More specifically, what was the nature of these incidents?

1. In each case the student's level of aspiration, or what he aspired to, was far below the position in which the teacher placed him.
2. The teacher had carefully assessed the student and was almost certain that he had the potentiality to be successful in this position.
3. The student was very sure that he did not have the ability until he was forced to use it.
4. The student did not expect to get the particular prestigious position which was offered.
5. The teacher usually was very conscious of why she made a particular choice, and quite often went beyond the typical teacher-student contact to assure student success, in terms of extra time and effort.
The effects on the student were quite often very marked. The student, suddenly forced by circumstances into a very prestigeful position in which he was successful, made drastic revisions of his self-concept, particularly in his peer relationships. The student was then forced to accept a higher level of capacity for himself, as well as a higher level of aspiration. The increased esteem given the student by teachers and peers often gave tremendous boosts to his esteem from others and radiated into a general improvement of all aspects of his peer relationships. The student also always put a tremendous amount of effort into becoming successful in this prestigeful role. In other words, there was both a tremendous increase in motivation and interest in this aspect of school life which generally had influences on his over-all attitudes toward school.

A case will serve as an example to point out these things more sharply. Tom was in the ninth grade when the episode occurred that changed the whole flavor of his life. Tom was very quiet and had only a few friends in school. He was becoming increasingly anxious and unhappy about his inadequate, rather non-existent, social life. Regretting what tentative steps he made, he could not make any friends until a very perceptive teacher sensed Tom's problems and abilities. Tom liked this particular teacher very much and became interested in science, this teacher's subject. He joined the science club of which his teacher was the advisor.

Although Tom had little experience in speaking before a group and had never conceived of himself as a speaker, the teacher came up to him one day and asked him to give the important speech at the science department's annual assembly program put on before the whole school. Tom was very dubious about accomplishing this, but the teacher constantly encouraged him and helped him develop a very polished speech. Tom worked very hard and learned a tremendous amount about the heart, his topic, and also memorized the speech he had prepared. The talk was very successful and many people whom he had not known previously came up to him and questioned him. The rest of the students talked to him in the hall and complimented him. Tom, from this point on, was a much happier boy and soon became involved in a large variety of school activities, as well as generally improving his over-all work. Interestingly enough, Tom soon lost his interest in science, but never lost his increased self-confidence which resulted from a science teacher's insight into his developmental pattern.
Some questions follow that you might like to think about in connection this incident. If the student was not really interested in science, why did this episode occur as it did? What sort of information did the teacher need about Tom before giving this job? Why? What dangers do you foresee in forcing students to accept a much higher concept of their capacity? Why?

Summary: In bringing together the material from all these incidents, what general things can we say that apply to all, or almost all, of the incidents developing confidence as contrasted to incidents undermining confidence? First, it seems at once obvious that the teachers involved in developing confidence were interested and understanding in their student relationships. Those teachers involved in incidents destroying self-confidence were seldom interested in the student or in understanding him, but were rather more concerned about their own status in the class, and in the prescribed subject matter. Secondly, we find the first type of teacher liked and respected not only by the particular student but by the rest of the class as well. The teachers of the second type are feared and disliked by the entire class. Thirdly, the student in both cases was usually quite involved personally in the episode; that is, what the teacher did or said was very important to him. Fourth, the first type of teacher often had systematically planned for the occurrence of the episode. Those incidents destroying confidence were more often spur of the moment decisions, actions or tempers operating. Fifth, the teachers of the desirable type usually were criticizing the student's capacities realistically. Those of the undesirable type usually were criticizing the student unrealistically and with a poor perception of the student's ability. For instance, all the students who were told they were dumb, stupid, etc., are now successful in college. Sixth, considerable emotional involvement on the part of the teacher was usually also present. In the first type, it was of a positive nature, much milder often but nevertheless present. There is no doubt that these teachers invested a great deal emotionally in many of these students and rightfully drew a great deal of emotional satisfaction from the student's success as well as from their own success in dealing with the student. The teachers of the latter type seem to be more poorly controlled emotionally. Books were slammed, voices raised, criticism loud and long in relationship to the episode eliciting it. Thus their emotion was more a result of their own inner tensions and frustrations than anything the student did or did not do. Seventh,
In a large percentage of cases, incidents of the positive type led to increased interest and motivation in the area involved, and many times led to an increased motivation and interest in school in general. Negative incidents, however, led quite often to a loss of interest and motivation, again frequently in general attitudes and behavior toward school as well as specific subject or areas involved. Eighth, in a great percentage of positive cases, the student was led to raise his level of aspiration considerably over that previously held. In negative incidents an equally large portion of students lowered their level of aspiration under their initial level prior to the episode. Ninth, continuing with the student's level of aspiration, we find in positive incidents that the teacher's behavior led the student to achieve a much hoped-for level of aspiration, or even a level of accomplishment beyond present aspiration. Episodes destroying confidence were such that the teacher made it impossible for the student to maintain his self-concept or to attain his hoped-for level of aspiration. Ten, reflected in many of the above is the fact that positive incidents serve to partially satisfy various basic needs, (security, esteem from self and from others). Negative incidents tend to frustrate the satisfaction of these same elementary needs. Eleven, these incidents predominantly occurred in front of the student's peer group, especially those undermining self-confidence (95%).

These general characteristics are principally descriptions of teachers' behaviors and students' reactions to these behaviors. We have not as yet given a clear presentation of the nature of the factors underlying the development or destruction of self-confidence, nor have we discussed the effects which these factors and the loss or gain in self-respect or confidence, have on the behavior of the student or the person involved.

FACTORS UNDERLYING SELF-CONFIDENCE:

How can we explain why the various teacher behaviors led to the development or loss of confidence in their students? We must seek explanations that account for the interactions which we have been describing. These underlying factors are concepts just as self-confidence is a concept. We never see these as entities, but can only infer their existence and nature so that we can use these conceptualizations to aid our understanding of human behavior. The particular conceptualization that follows is only one of many, but we feel it will best enable you to understand these episodes and so guide your own behavior in your future relationships with your students.
a. **Dynamic Personality**: The first concept that is relevant is the encompassing view of personal development being a dynamic process. The person's personality is never static or fixed but is in a constant state of change, in a sense seeking an equilibrium it never reaches. These changes are the result of the continual influence of the external and internal environment upon the personality. Thus, not only the behavior of the teacher ridiculing a child, but the child's feeling about what the teacher is doing have an effect upon his personality (self-confidence, etc.). This concept, as you can easily see, is in opposition to a concept that portrays personality as being relatively static after the first six years or so of life. It is easier to understand these two views if we consider the number of experiences preceding any particular experience. The young child, because of his age, has had fewer experiences than an older person. For example, it stands to reason that a sixteen year old has had many more incidents which have either developed or undermined his confidence than an eight year old has had. It seems to follow that an experience one has when he has had fewer prior experiences of a similar nature will have a greater effect on his personality than the same experience would have several years later when he has a greater backlog of experiences. Thus, the best preparation a person can have before facing an incident that, by its nature, destroys self-confidence is a large backlog of experiences that have developed self-confidence which act, in a very real sense, as a buffer or a reducer of the potential effect of any negative incident. Also, the best way to develop tolerance for failure is to provide a backlog of success experiences which act as a compensation for the failure. This is another example of this line of reasoning. Using this theory, we can then say that the effect of any provoking incident on a person is not only the result of the teacher's behavior but also of the nature of the student's past experiences which leave him with a particular set of attitudes and needs. The degree of a student's confidence and respect for himself is therefore constantly changing as a result of all these various factors interacting. No one of these factors can be said to be the cause or the effect of the other.

b. **Self-Concept**: We have previously stated that the effect of any experience on a person is based not only on the objective situation, (i.e. teacher's ridicule) but also on the person's interpretation of this experience. Our
next concept underlying our episodes has to do with the way in which a person interprets the events. This evolves around the self-concept, an outgrowth of two forces in psychology: one, known as field theory (11) and the other, phenomenology. (24)

When we speak of a person’s "self-concept", we mean those aspects of what a person perceives to be himself that he had differentiated as being rather definite and relatively stable characteristics of himself. (24) Most people perceive themselves to be honest and thus, rather than admit they are dishonest when they pad their expense accounts and therefore threaten their self-concept, they will label this behavior as smart, or toss it off by saying that everybody does it. If you accused the secretary who brings home an occasional pencil from the office or uses an office stamp on a personal letter of being dishonest, you would be faced with a rather irate person. These ideas of self might either be positive ideas, or socially acceptable evaluations, or negative ideas in the form of self-depreciation or awareness of personal inadequacy. (10)

The self-concept is the central core of what the person perceives or sees through all of his senses. Some have called this the life space; others, the phenomenological field; others simply use the term perception. This life space has been diagramed as a series of concentric circles by Lindgren. (12)

The Relationship Between a Person’s perceptual field and his self-concept. (10)
The person has two alternatives as a perceiver of the world. He can perceive something as being a part of himself or apart from himself. The perceived self includes all those things which a person experiences as a part or characteristic of himself. We usually refer to this aspect of what we perceive as "me". The usual boundaries of the self are our skin and clothing but may extend to objects which we identify as part of ourselves. The taking in of things beyond the physical self can be seen in terms of possessions or loved ones. One's perception can be such that one excludes part of one's physical self from one's perception of "self" as a crippled person who refuses to admit that he has a handicap, obviously not including his crippled legs as part of his perceived self. All else which a person perceives is seen as not-self.

The perceived self does not consist only of those things important in understanding behavior. For instance, one's finger tip is usually seen as part of the perceived self but is rarely important in predicting behavior. Thus we further divide the perceived self into the "self-concept" which is the core of the perceived self which is most influential in determining behavior, and is more important than other aspects of the perceived self like finger tips, toes, etc. In brief, then, as previously noted, the self-concept is the heart or important aspect of what a person perceives himself to be. Your self-concept is therefore what you think you are, and may or may not be very closely related to what others think you are or what you really are. Many students think of themselves as the most popular person in the class. The class, nevertheless, may think of one of these persons as a very unpopular member of the class. In terms of the number of friends or social contacts of a positive nature, he may really be of average popularity. Another example of this difference between self-concept and reality is seen when, prior to a test, we ask students how many expect to score below the class average and how many expect to score above it. An overwhelming majority, usually approaching ninety percent, will state that they believe they will score above the class average. In dealing with our students, we must assess then, not only what the student is, but what the student feels he is.

The perceived or phenomenal field of an individual is everything being experienced by the individual at a particular moment, and rapidly changes as we move about, or as we bring our attention to other aspects of ourselves. This phenomenal field changes as external conditions change and as an individual's needs fluctuate. The person's phenomenal
field (self-concept, perceived-self and perceived not-self) at any moment completely determines an individual's behavior at that moment.

The person's phenomenal field becomes increasingly more differentiated as he grows older, particularly in the early years. The self and not-self have to be learned by the infant. If you have ever observed a very young child, you can immediately see that their hands and feet are no more perceived as part of themselves as we perceive a house to be a part of our own perceived self. In more refined terms, we become more and more definite in what characteristics we perceive as a part of our self-concept. What we think of as part of our self-concept is, in a large part, the result of our experiences with other people and their reactions to us. The episodes relating to a person's confidence have very important effects on a person's self-concept, and as long as these effects persist, they influence the individual's behavior.

Needs:

You have all read about needs and their role in behavior. The prime internal stimulant, or prodding to behave, is a prime need of a person. In various societies, we find many different kinds of behavior, but can begin to give these diverse behaviors meaning as we see them as socially accepted ways in any specific society to satisfy a set of fairly universal needs. However, as we begin to differentiate needs, do not forget that these are abstractions or concepts derived to explain a person's behavior. Secondly, remember that a person behaves as a unitary organism and that it is the internal pressure which determines the behavior which we are trying to understand when we talk of needs.

Many psychologists like to postulate an underlying basic need under which all other needs may be subsumed. The most meaningful of these seems to be the preservation of the phenomenal or perceived self.(24) This accounts for the reason that a soldier will face certain death to preserve his self-concept as a courageous person, as well as the person who runs away from the battlefield to maintain his stronger self-concept as being a person who does not hurt others.

Previously it was emphasized how the self-concept and perceived self underwent modifications and change with time, particularly in the growing school years. Thus, though our
underlying motivation remains the preservation of the phenomenal or perceived self, the types of behavior or the way in which it can be maintained changes. This leads us to a conceptualization of a progression of needs; each, in relationship to the particular status and conceptualization of himself a person has at a particular time. We saw the self-concept developed from a fairly undifferentiated and unsocial picture of oneself till maturity when the important aspects of self-concept are primarily related to social, interpersonal aspects of life. The center of focus moves from self to others.

Just as we see an orderly progression in the development of the self-concept, we can see an orderly progression in the various needs. Generally speaking, a lower need in this developing level of needs must be at least partially satisfied before a person can begin to satisfy a need of a higher level.

We find such a developmental system of needs conceptualized and described by Abraham Maslow. (15, 16) Underlying his needs system is the idea that behavior is organized by unsatisfied needs. These become the central aspect of awareness in the self-concept and this wanting becomes the internal motivation of behavior. In order to preserve the phenomenal self, the person must strive to accomplish these goals which are the goals of the person resulting from a deviation of a person's present self-concept and his concept of what he would like to be. The goal is the achievement of the characteristics or traits that will lead him to see himself as he would like to.

These basic needs are:
1. Physiological Needs
2. Safety Needs
3. Love Needs
4. Esteem needs, both from self and others
5. Need for self-actualization

The first few of these needs are relatively simple, individually centered and easy to recognize; whereas, the latter needs are relatively complex, abstract, other-centered and more difficult to recognize. As the more basic needs become gratified, our self-concept develops and we focus on a new set of needs, our behavior no longer being dominated by the prior needs. An obvious illustration is that a hungry person or one suffering from some other physiological need will strive to satisfy this need before he strives to satisfy a need for safety or love. This was vividly pointed out in the experiments at Minnesota during the war, when a group of volunteers were put on a starvation diet. As these men
became hungrier and hungrier, pinups of girls came down and pinups of roast turkeys and steaks replaced them; tempers became edgy and the volunteers were much more self-centered and insensitive to others. The concept we developed when we talked of the role of past experiences in relationship to a present episode relevant to self-confidence holds true in need satisfaction as well. If a person has a long history of need gratification such as always being well-fed, he is able to withstand a lack of food longer than a person who has always been hungry. Likewise, if we have had a great amount of love in the past, sudden removal of love or lack of love can be withstood for long periods. In this manner we can account for the martyr and for other feats that seem to defy basic needs, but generally, in the face of prolonged stress and deprivation as in concentration camps, the biological needs dominate behavior.

A brief description of each of these needs follows, with considerable attention focused on those need levels most pertinent to an individual’s self-confidence.

**Physiological:** The physiological needs are self-explanatory, encompassing hunger, thirst, sex, etc. When these needs are satisfied, and when the individual no longer feels them threatened, he moves to satisfaction of other needs. However, it takes the newborn child quite a while to know that its next meal will come, and hence this need will be satisfied. It is no accident then that the infant concentrates most of his waking hours on eating; this is about the extent of his self-concept.

**Safety:** The next group of needs to emerge are those orientated around the protection of the physical body from harm. We need an orderly existence in which we know what to expect within certain limits. We have faith when the light turns green that cars coming the other way will stop so that we can cross the street. Once we are fairly confidence in our physical safety, we develop another set of needs; our concept of ourselves is expanding to take in others.

**Love:** The need for love might be better expressed as a need for belonging and security. The thwarting of love needs is often basic to many maladjustments. The person who keenly desires friends and a place in the group is probably operating in an attempt to satisfy this group of needs. It becomes very important, then, for the teacher to assess as well as possible, the level of satisfaction the student has achieved in his love needs. If these satisfactions seem inadequate, she must attempt to develop this
aspect of the person before concentrating on esteem. What are some classroom clues one might pick that would possibly indicate a lack in this area? The more obvious ones are: 1. lack of acceptance by peers; 2. either abnormal hostility toward others or withdrawal from them; 3. a consistently negative attitude toward just about everything. I am sure you can add many more danger signs. What do you do? For now, suffice it to say that you exercise all your ingenuity to help see that the child is accepted, loved and becomes a member of the group. The dividing line between the love needs and the esteem needs is rather thin, and it is best to look at a large overlapping area in which both are very much apparent in a person's behavior. It is around this aspect of the need hierarchy and with the more purely status or esteem needs that our self-confidence episodes center. Esteem might almost be taken as a synonym for self-confidence.

Esteem: As a person begins to feel at least minimally happy in his needs for love and belonging, a new emphasis in his needs and desires emerges. These are closely related to the love and security needs but their nature is more complex and refined; their emphasis, more and more on other persons as well as the individual. The needs for esteem might be expressed as an individual's feeling of personal worth, self-respect, self-confidence, or adequacy. In its most healthy form, it is based on deserved respect from others, as contrasted by external fame and unwarranted adulation which is very ego-centric and frequently not based on deserved respect or real worth. The "pop" singer who zooms to fame for a few years and then rapidly disappears is an example of the way adulation can give this person a rather unhealthy sense of esteem.

Esteem can then be seen to consist of two interdependent aspects: self-esteem and esteem from others. The person whose self-esteem is soundly based on the esteem others have shown him for qualities and behaviors deserving of respect or praise is then much less apt to have his self-confidence shaken. The person who bases his feelings of self-esteem on fantasy or transient attention-getters, like a new bicycle or a new car, is far more susceptible to frustration or threat to his concept. Remembering our discussion of the self-concept, we can further see how the nature of the things of which the individual chooses from the world to satisfy his needs for self-confidence are very influential in determining the quality and stability of his feelings of personal worth.
The stronger an individual's desire to be a part of the group, the greater the potential effects this group's attitude toward him might be on his needs for esteem and belongingness. Persons taking a test that is important to the group and scoring below the group average will develop feelings of inadequacy in proportion to the strength of their attraction to the group. Those who score as well as or better than the rest of the group will develop feelings of adequacy more closely related to the strength of their attraction to the group than to the distance their score might fall above the average. The girl who has wanted desperately to be a part of a group will experience a much greater increase in adequacy even though she only got an average score than will another girl who scored highest but already had her esteem needs met or who did not particularly care for the group. Developing esteem then is dependent not on absolute performance, but on performance in relationship to the performances of the group that is most important to the person. You might be a very poor speller when compared to people in general, but if you are a poor speller among even poorer spellers, your self-esteem stands to be increased by this comparison just as it might be decreased if you were an excellent speller among more excellent spellers.

Another attempt to seek the relationship between self-esteem and esteem from others was made by Fey. He had students fill out scales designed to measure self-acceptance and acceptance of others, acceptability to others, and also got actual measures of the degree of acceptance the rest of the class had for each individual in the class. Persons who scored high on self-acceptance usually tended to score high on their acceptance of others and their feelings of acceptability to others. However, these students were actually no more popular in the group than those who had low self-acceptance scores. If we look at the group of people who had high acceptance of others scores, we find that they tend to feel themselves more acceptable to others and are significantly more accepted by others than the average. The one to one relationship between self-confidence and confidence given by others is never seen, yet this sort of relationship has been shown to be probably the most desirable. The person who accepts others, or shows esteem from others is likely to be accepted or given esteem by others. The social nature of these needs becomes more and more obvious; you have to give to others in order to receive. Most of the lower needs simply involved a taking or a self-protection. So, before a person can develop further in his level of need satisfaction, he must be able to give, and thus, in a sense this respect from others is based on what he can give them, not only in respect, but in many other ways.
It was earlier mentioned that one of the conditions of the growth of self-concept was a discrepancy between the perceived self and what one really wanted to be. It has been found, however, that as this discrepancy gets larger, the adequacy of a person's adjustment decreases within a reasonable range of discrepancy. (2) It would seem that as the discrepancy increased, we would be frustrated in any immediate attempts to reach this ideal self, but would rather be better able to progress if we had a series of ideal selves in mind between our present self and any ultimate kind of person we might want to be. This does not say that if our present self-concept is below our capability, a teacher cannot so plan a situation that a student is forced to operate at his capacity and thus consequently to revise his self-concept and gain considerable satisfaction for his needs of esteem.

Once we have attained any degree of confidence or esteem, we will go to great lengths to protect it, just as we will go to great lengths to get food at a lower level of need satisfaction. The best known mechanism used to protect our esteem from threat is the familiar one of rationalization. Most of us can give a hundred reasons why we got a poor grade in a course, but it is a rare soul who admits that he just did not have the ability to get a high grade, and this is the reason in the majority of cases. The teacher must be careful not only of misunderstanding underlying factors, but also she must have some awareness of mechanisms used to protect esteem. If the teacher makes it impossible for the student to use the mechanism he has been employing without giving him any positive steps to counteract this action, the student's esteem is just as likely to be destroyed as when she directly threatens that esteem itself.

Self-actualization: If an individual has successfully met his lower needs at minimum levels, he is again free to devote his energy to the next level of emerging needs. The amount of energy available will depend on that remaining beyond that still required by lower level needs. Self-actualization represents the pinnacle of man's motive and need development and one seldom ever so completely satisfied in other needs that they can fully satisfy this need. As all other needs become satisfied, a person begins to show a new discontent, unless he is doing what he is suited for, unless he can be what he must be. The artist must paint; the musician must make music.
This hierarchy of needs has specific changing characteristics in terms of the individual as one advances to higher levels. Those who are living at higher need levels are more healthy and happy. The pursuit of higher needs has more preconditions. Specifically, better external conditions are necessary to make their satisfaction possible. Satisfaction of higher needs leads to more desirable civic and social consequences and to a greater, stronger and truer individualism. (16)

This, then, is a picture of the general nature of basic needs with particular emphasis on those needs of particular consequence for a student's self-confidence. These broader needs can be further subdivided as an aid in understanding some specific behavior. A categorization particularly relevant for school years is the need for affection, approval from authority figures, peer approval, independence and self-respect. (13) Which of these needs is most relevant to the development of self-confidence?

This completes the survey of factors underlying the student's confidence in himself. As you thoroughly grasp the meaning and influence of each of these concepts, basic needs, self-concepts and dynamic personalities, you will be better able to understand the students that will be yours to teach and consequently so guide your behavior to have the most desirable results on their development in this area.

THE DYNAMICS OF STUDENT BEHAVIOR IN EPISODES AFFECTING SELF-CONFIDENCE

The underlying factor influencing a person's self-confidence has been discussed and isolated as the particular needs of the individual at that time. If we can assess the needs of a person accurately and then devise ways that we can satisfy these needs, we could easily help the student in his development.

We have previously summarized the teacher's behaviors that affected the student's confidence as well as the student behaviors that generally resulted from the teacher's behavior. Now the next logical step after laying the theoretical basis for self-confidence is to examine again these teacher and student behaviors to see why a particular act on the teacher's part led to a specific set of reactions from the student. With this analysis as a guide, you should be able with some accuracy to analyze any particular teacher's behavior and arrive at a general picture of how any specific student would react to it. Obviously, the more information you have available about the student, the more accurate your
prediction would be. However, if you can generally chart a student's reaction to a number of alternatives, you will be able to choose the alternative most likely to achieve the desired results. Let us recapitulate the various teacher behaviors and the context in which they occurred.

A. **Teacher's Actions Leading to the Development of Self-Confidence**

The teacher used praise, at times in private with the student, but predominately in front of the whole class.

The teacher recognized various student problems that were frustrating the student and aided the student in overcoming them, giving attention both privately and in the class group.

The teacher gave the student prestigeful and responsible positions, often above the student's concept of his ability.

The teacher showed personal interest and understanding of the student.

B. **Teacher's Actions Leading to the Destruction of Self-Confidence**

The teacher used non-constructive criticism that the student felt was not deserved. The overwhelming majority of these episodes occurred in front of the class.

The teacher failed to recognize a student's problem, or made no allowance for it if she did recognize it. The teacher treated the student the same as everyone else, often severely punishing or criticizing him for not doing what was impossible for him to do. These episodes also predominantly occurred in front of a group.

The teacher was unethical or unfair in her treatment of the student.

The teacher's behavior toward the whole class was inadequate or negative.

The student's reaction can be summarized in two aspects: one, involving changes in the self-concept and the other, the various behaviors resulting from a self-concept which has changed.
A. Changes in Self-Concept:
1. Increased or decreased security
2. Increased or decreased self-esteem
3. Increased or decreased esteem from others
4. Increased or decreased motivation
5. Increased or decreased interest
6. Increase or decrease in the level of aspiration

B. Overt Student Behavior
1. The student either worked a great deal harder or worked even less, the work marked by enthusiasm or lack of enthusiasm.
2. The student developed better relationships with peers and adults, becoming a more accepted member of peer society or the student's behavior toward other students reflected poorer relationships with them in the form of increased hostile aggressiveness or withdrawal.
3. The student's behavior led to greater achievement in a particular area, often to the student's choice of his life's work, or the student's behavior led to less achievement in any particular area.
4. The student became much more active and successful socially or the student became less popular and less active socially.

With these summaries in mind, we can see the intermediate step emerge which determines the overt or actually observable student behavior. This is the covert behavior of the student in immediate response to the teacher's actions. As you stand stoically taking a verbal lashing, you know that feelings and thoughts are racing at a tremendous pace. To all outward appearances you are doing nothing. It is this behavior that determines the immediate and long range reactions which you will have. Your feelings, thoughts and reactions arise as a result of the way in which you perceive the teacher's actions affecting your various needs. You are forced to readjust your self-concept by your perception and the nature of the needs involved. The various changes in self-concept are a more concrete expression of the effects of needs and, in turn, determine behavior. The more usual effects on the self-concept have just been listed. We will consider each of these intervening possibilities in some detail as well as what it might elicit and what might be the resulting behavior on the student's part. The question of why various teacher behaviors result in various student reactions is thus being answered.
Security: Anyone we see, whether they are sitting beside us or walking down the street, possesses some degree of security or insecurity. The term is an abstraction from our feelings of belongingness or not belongingness, acceptance or non-acceptance. Thus insecurity or security in a person is a direct reflection of the status of his love or belongingness needs at that time. Any situation in which a person feels accepted or feels that he belongs will increase his security. Conversely, any situation that represents to the student a rejection will decrease his security. The degree of change in security is directly related to the strength of the person's feelings of acceptance or rejection.

What teacher behaviors in our episodes most affected security and why? Of course, all of them had some effect. The developing episodes increasing security most were those in which the teacher took a personal interest in the student and gave him a warm understanding. When a teacher shows personal interest in a student, she is, in a sense, saying, "You are all right with me. I accept you for what you are." This is particularly effective when the teacher is one respected by all of the students; her love or acceptance meant more. The teacher who praises an individual in front of the class, or gives the student a job that holds prestige in the class group is increasing the student's security by conveying to the student that he has something to offer that the group respects and that for this, he is accepted. Also, the teacher who is well respected conveys to the other students her acceptance of this student and thus they will feel that the student is worth accepting. Teachers dealing with student problems helped develop security by recognizing its relative absence, the particular reasons for its presence and then went on to help the student overcome them.

What are the behavioral consequences in the student? He was reassured that whatever his behavior, whether it be a piece of art work, a theme upon which he has worked very hard, or just a promising attempt at a speech, that it leads to acceptance. The student then reasons that if he keeps up to this behavior, the teacher and/or his peers will continue to accord him even more acceptance. The student praised for a drawing will do more drawings in an attempt to maintain and improve his teacher's acceptance as well as that of his peers.

Those teachers' actions that destroy security are just the opposite extreme. The teacher rejects the child by many methods. Most influential is probably non-constructive criticism because so often it goes beyond the specific situation and condemns to the person in general. The student,
striving to be accepted by authority figures, will shrink even further from contact with them to avoid the risk of having his security threatened again. Such teacher behaviors as ignoring or not recognizing a student's problem, false accusation or just general negativism toward the class will create feelings of increased insecurity in the child.

If the teacher so treats the student that peer acceptance and rejection are also engendered, his security will be even further reduced because of peer rejection, as peers seldom take seriously the behavior of a teacher who is not respected. This does not help the student who feels that every student must be laughing at and rejecting him the teacher is doing. The consequences of these teacher rejections in student development is disastrous and a teacher should be very cautious before using this sort of action for any reason.

Feelings of Self-Esteem and Esteem from Others: These two aspects have been thoroughly considered in the section on needs. We will summarize once more the various teacher behaviors leading to greater esteem and esteem from others. In a sense, since the satisfaction of these needs are the core of self-confidence, each category of episodes accomplished this as its principle result.

What can we do then to foster esteem? Anything we do to increase the individual's feelings of worth or accomplishment will have this result. Esteem from the class will result if the episode occurs in front of the class and if what the teacher is praising, or the job which the student successfully carries out is of the sort that the class has respect for it. Usually the things peers respect can be ascertained from which class members are most popular, and from the things a teacher praises that the other students pick up and praise. Again the student's opinion and respect for the teacher affects the degree to which esteem is increased; the more respected, the greater the effect. You will remember that the esteem a person got from others was more closely related to the esteem he showed for others than to his actual feelings of self-acceptance. However, it was also pointed out that self-acceptance was much more stable when it was based on real esteem and deserved respect from others. Thus the student's self-esteem can be indirectly increased by providing episodes in which he must begin to respect and afford praise to others. Cooperative
team efforts of many kinds will often aid this end. The teacher also becomes aware from time to time of students who lack self-esteem in spite of the obvious esteem given them by other students. In these cases the student has most likely been unable to develop esteem or perceive its presence because more basic security and love needs are unsatisfied. The teacher here can show her acceptance and provide experiences which will help the student change his perception of the esteem from others. This is often done by having the students choose this person from the group for some prestigious elected position. The particular behaviors effective for developing security are obviously applicable here.

A changed self-concept in terms of increased self-esteem and increased esteem from others has many consequences in terms of student behavior. The student now not only feels accepted but also feels that he is an individual that has something of worth to contribute to the group. This sense of having something of worth to the group can often be very purposefully developed by a teacher. The most impressive evidence of this type is presented by the studies of Jack and Page at Iowa. (2, 20) Particularly shy, non-ascendent children were chosen and taught how to operate complex toys and then put back in the regular group. The table below shows the average number of times they showed leadership before and after.

<table>
<thead>
<tr>
<th>Ascendent Group</th>
<th>Non-Ascendent Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>45</td>
</tr>
<tr>
<td>After</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

The numbers represent the average times the child took the lead in group play. The children were observed for several months before they were taught their special skills with toys and for several months after. It was observed that the non-ascendant group surpassed the group average and approached the score of the previous ascendent group. A follow-up study two years later by Page (20) revealed some reduction in the original non-ascendent group but their average was still significantly greater than the average of the whole class. The teacher can see, therefore, at any age level, if she is able to develop a
competency in a student that his peer group respects, the student's self-esteem will be positively affected.

He becomes more active socially and takes more leadership responsibilities as a result of his increased confidence and respect for himself. The esteem from teacher and peers is a very needed thing and the student will continue to repeat the behavior that developed this esteem until he has satisfied his needs or until this avenue is fully exploited or until another way of gaining self-esteem presents itself. With greater confidence in himself, the student becomes somewhat less dependent on the group and is apt to try new and different things more readily as self-esteem is no longer of such vital, immediate importance.

While many teachers are accomplishing important milestones in their students' development, others still operate in such a way that esteem is destroyed. Thus any action that leads the student to decrease his feelings of personal worth or self-respect have serious effects on a student's confidence. Of particular note are actions that destroy a student's concept of his academic ability, a ready example being the girl that spent so very long producing a good theme only to have the teacher severely criticize it. They also can threaten a student's concept of his honesty and good behavior with no real cause and drastically reduce a student's esteem. As teachers, we must be very careful about tampering with downgrading a student's self-concept in any area. If you feel the student has an unrealistically favorable picture of himself in any area, gradually and caution must be the paramount key to any change.

Although sixty percent of high school boys desire to enter a profession, we know that only six or seven percent will be able to do so. (1) Clearly it is our job as teachers or counselors to change this to a more realistic picture. However, we have no idea what other aspects of the person's feelings about himself these concepts are supporting. It might well be very vital to his feelings of security and esteem. Therefore, before we can remove the prop, we must provide a substitute. To reemphasize, any action on your part as a teacher that leaves the student feeling inferior (i.e. all the categories given earlier in this monograph) without any substitutes or ways out will reduce a person's self-esteem.
Faced with these rather unpleasant feelings as a result of the teacher's actions, how will the student behave? It is certain that if at all possible, the student will not continue the same behavior. However, you will recall that in most cases the behavior of the student was not wrong or bad in the first place. If the criticism was given because of academic performance, especially a performance upon which the student had worked hard, you can feel sure that the student will not long continue to work very hard. Since these acceptable behaviors do not give esteem, and if the need for esteem is very dominant at this time, we will soon find the student resorting to other behavior, maybe being the class clown since this often brings esteem from the class. The student is also liable to regress to lower needs and earlier behaviors and become aggressive and hostile as a means of getting the attention he craves. The person whose esteem is lowered, feeling himself worthless, will quickly withdraw from activities, whether it is refusing to talk in front of the class, or simply refusing to mix with his peers socially. He will grow to see himself as incapable and his learning and school progress are apt to reflect this feeling.

Motivation and Interest: These two changes in feeling are easily seen as results of changes in concepts of esteem and security. It is only reasonable that if we achieve recognition, esteem or success in a particular situation, we will probably work harder and become more engrossed than before; specifically, we will become more interested and more motivated. Just the opposite will then hold true for situations in which we are rejected, and lose our feelings of personal worth. We also remember that the effects of one particular situation might easily spread to similar situations because they tend to evoke similar feelings. Thus the boy chastized in an algebra class may not only lose interest and motivation in this class but also in all math classes even years later, or even lose interest and motivation in school in general. You probably remember incidents like this from your own experiences.

In simple words, we are interested in that in which we are successful and in that which satisfies our specific needs. Interests and motivation in school are usually centered around the esteem needs and their components. These components or aspects of esteem are, in part, respect from others—both peers and adults; and a need for achievement and a need for conformity to the peer society.
The most difficult thing for the teacher to deal with is peer society which usually reflects an increased disinterest and lack of aspiration with each succeeding year in school. (8)

The ways in which interest and motivation and, to a degree, self-confidence can be best fostered all can be briefly outlined in the following statements. (3)

1. Every activity in the classroom should lead to goals of which the students are aware and which they will want to attain.
2. The goals must be attainable and the students must feel they can attain them.
3. The students must know whether they are attaining these goals or in what ways they are lacking.
4. The goals sought inside the classroom must be such that they will also seek them outside of school.
5. If each of the above is to apply to every student, there must be room for individual modification to meet each student's unique needs.

Since motivation and interest arise from satisfaction of the needs we have discussed and since loss of motivation and interest is the result of thwarting various needs, we can then only effect a student's interest and motivation in the ways we have previously discussed in relationship with the person's needs.

One further point must be made clear. By now you have realized that we can motivate a student in two ways. The first way, the one we have been considering, is by giving the student an opportunity to find need satisfaction. The second and also effective in controlling behavior is to threaten a student's present need status. Thus the teacher who threatens a student with failure may get him to work harder. However, we have some evidence that fear is not a better motivator than is positive action and it is very much poorer when overall emotional adjustment is considered. Classes which teachers have continually threatened with failure have been compared for achievement with those who were told from the outset that everyone would pass. The findings showed no difference in progress or achievement. (19)

Other evidence, nevertheless, indicates the severity of the emotional reactions on the student's part in response
to threat, particularly as tension develops from the ever present threat to self-esteem and security. It seems very inappropriate to undermine a student's security and confidence to get the same amount of achievement you can get with no threats at all, to say nothing of the increased achievement possible through positive need satisfaction. A principle of teacher behavior then emerges; though we can motivate through fear, the student's achievement is seldom greater than a class using typical practices and is definitely inferior to a class in which the teacher has concentrated on positive need satisfaction. The emotional development is greatly hindered by the first and is aided by the positive need satisfaction. In brief, subject matter achievement as well as emotional development is gained in the latter case.

Levels of Aspiration: A very special aspect of motivation and the self-concept is what the student aspires to do in the future. At what level of accomplishment will he perceive himself to be successful? Almost always, incidents developing confidence involved the student's reaching his level of aspiration, and the student often reached an even higher level of aspiration than he had set for himself. Secondly, the episodes frequently resulted in raising the level of aspiration significantly higher than previously. The episodes destroying self-confidence, as you can imagine, had just the opposite effect. The student usually was thwarted from reaching his level of aspiration by the teacher, even though his work warranted it. The result, then, in many episodes, was that the student was forced to put his level of aspiration below his capacity in order to avoid any further threat to his self-concept.

The development of self-confidence is also, at least in its most healthy positive extension, the development of the potentialities of an individual, helping him reach capacity. The level of aspiration must be so fostered as to aid the individual in moving toward his capacity as effectively as possible. The most important thing that affects future aspiration is the feeling of success or failure which the student achieved with previous similar experiences. We can divide our groups into groups experiencing failure, and then further divide these groups according to the nature of their future goal setting as a result of success or failure. Though the material we report involves simple school tasks, the concept applies more generally to such things as satisfaction (success)
or frustration (failure) of one's need for self-approval and approval from others.

Success and Failure and the Level of Aspiration:

In any performance a person has an expectation of what he thinks he can attain. This expectation is personal and is often not that of the teacher. Many of us have seen a student cry in utter defeat who got a "B" instead of an "A" while another student has been overjoyed that he got a "D" instead of an "E". Obviously they had different expectations. The teacher must be careful to work with the student's aspirations as the starting point and not with what she feels will mean success with him.

In predicting the level of aspiration a pupil will select, either consciously or unconsciously, after any particular experience, we will need to consider the following aspects:

1. How involved is the individual? How important is success to him on this task?
2. What is the nature of the individual's past experiences with this sort of task? Have the students usually been successes or failures?
3. What is the composition of the person's personality?
4. What are the norms expected by the individual's peer group on this type of task?

1. The Influence of Success and Failure on the Individual

The following study shows how a person's feelings about his success or failure affects his level of aspiration. Jucknot presented her subjects with a series of puzzles. After doing each puzzle, they were asked how fast they expected to complete the next one. (9) If they expected to do it quicker, this was taken to mean a higher level of aspiration. The investigator, at a particular point, inserted an insolvable puzzle to the subjects. Thus, failure was artificially induced to some of the subjects, unknown to them, while the rest of the group experienced success. The table below shows the results of her experiment.
### TABLE V

**FEELINGS TOWARD SUCCESS AND FAILURE AND ASPIRATION**

<table>
<thead>
<tr>
<th>Success with previous problem</th>
<th>Triumph</th>
<th>Pleasure</th>
<th>Little Pleasure</th>
<th>Strain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure with previous problem</td>
<td>Unconcern</td>
<td>Concern</td>
<td>Frustration</td>
<td></td>
</tr>
</tbody>
</table>

0 50 100

Per cent of trials in which next goal is set higher

The successful group was much more apt to raise their level of aspiration on the next trial than was the failure group. The greater the positive feeling and ease in success, the more often the individual raised his aspiration. However, when success was difficult, the individual was less apt to raise his aspiration on the next puzzle. People who were very concerned about their failure hardly ever raised their expectations on the next puzzle. The teacher must be very careful, then, when a student becomes very involved in a task, that he achieves some degree of success if he is to go on at all in the subject.

2. **The Effect of Past History of Success or Failure**:

In a very well-known piece of research, Pauline Sears (21) studied elementary students who had very often been successful or unsuccessful in school to see how they set their levels of aspiration. She gave these fourth and sixth grade students a series of simple word and arithmetic tests. Afterwards, she gave them their scores in seconds and asked them to tell her what score they were going to try for on the next test. She was particularly interested in finding out whether they would set realistic goals near or slightly better than their previous performance.

She found that students who had been successful in past school work set realistic goals for themselves. Thus
we can fairly accurately predict the goal a successful student will set for himself. This success leads to increased interest and work. The failure group, on the other hand, were fairly erratic; some set their goals way below what they had already achieved while others set goals so far beyond their actual accomplishment that success was highly improbable. Thus we find the reactions of people with a background of failure to be very erratic and difficult to predict.

The Sears study has one other important aspect and that is the finding that these reactions are highly specific. The students who were successful in reading (word skills) but unsuccessful in arithmetic tended to set realistic goals in the word test, but displayed the typical erratic pattern in setting goals in arithmetic. It therefore appears that at least in specific subject matter the nature of an individual's goal setting is not generally determined but is rather determined by his particular past experiences of success or failure in that specific subject. How can we interpret this in light of the common finding in self-confidence episodes? We can say that often leaves the student disliking all school, or to the contrary, leaves him more interested and motivated in all aspects of school. This problem can be resolved when we see that the unitary subject being affected in episodes dealing with confidence is the generalization of security and confidence, which, in a sense, is not specific to any one subject but to a whole environmental setting or a whole life. Then to the extent that failure in a subject such as arithmetic effects his self-concept of confidence is the extent it permeates into other situations, especially more abstract ones, in which the individual sets a goal.

Some obvious implications for the teacher can be seen. There is a responsibility to students to set realistic or attainable goals that are a challenge. She must be especially attentive to the student who is failing and help him set goals so that he may reach them with satisfaction. The degree to which she is able to accomplish this is, in a sense, the degree to which she can aid a student's development of self-respect providing him with success experiences.
3. The Effect of Personality on Aspiration:

The way in which a child has succeeded or failed in meeting the many developmental demands of life affects the nature of his aspirations. In her work, Pauline Sears (25) was able to separate children into three groups with somewhat different clusters of characteristics in accordance with how they set their goals in her word and arithmetic tests.

A. Realistic Goal Setters: These are the successful children who set their goals slightly higher with each new experience. They are self-confident in their ability to achieve and set reasonable limits in terms of social approval and their capacity. They can be said to be generally energetic, friendly, happy in school and to have no problems.

B. Overstrivers: This is the student who, in spite of continual failure, sets his next goal at heights unattainably more advanced than previously. These students tend to be apprehensive, inflexible and poorly adjusted socially. Because these students receive gratification, even goal satisfaction, from the culture's commendation of their efforts even though unsuccessful, they often are remarkably adroit at protecting their self-concepts. Middle class pressure for achievement and upward mobility commonly is found influencing the behavior of the overstrivers. The teacher must be sensitive to her community and what sort of reevaluations it will put up with when she tries to temper the overstrivers.

C. Understrivers or Withdrawers: This is the person who sets his goals far below his previous performance when he experiences failure. This is a strange route to feeling successful, but these students do, in a sense, feel successful when their performance is better than they predicted. Failure is very upsetting and the understriver quickly assumes a defensive, self-protective position when threatened by failure especially in the presence of others.

4. The Effect of Group Norms on Aspiration:

Previously, we have spoken of the differential effect on self-confidence when a good speller is among excellent spellers in contrast to when he is among poorer spellers. In most cases the group in which a student finds himself will partially set the norm for which he strives. He can only know how well he is doing by observing how well others are doing.
A very convincing exploration of this influence was conducted by Festinger (5). He gave a group of college students a test of general information. The students were allowed to compare their scores with reported norms for graduate students, college students and high school students. These norms were so falsified as to induce feelings of success or failure in terms of the college group in which a student belonged. The students then were asked to estimate the score they expected to make on a second, similar test. If the experimenter told the college sophomore that his score was somewhat below the undergraduate average, the student expressed the expectation of doing a little better on the next test. When other students were told they were below the high school average, they set a much higher goal for the next test. A third group of sophomores were told that they fell slightly below the graduate student averages. This group barely raised its expectations over their previous scores.

The importance of keeping up with one's group is obvious. The question remains, what is the effect on the large group of students whose capacities are significantly below that of the group average? These will never be able to achieve the group standard. Even worse, what happens to the large group of students significantly above the group average in capacity? For them, achieving the group norm requires minimal effort. Are the effects on their esteem desirable, why?

In review of the various aspects of a person's levels of aspiration, we have portrayed, in part, its dynamic relationship with confidence. If increased self-confidence results often in a higher aspiration, then, in turn, success in meeting a higher level of aspiration will increase confidence. The episodes in which the teacher gave a person a prestigious and responsible position and so guided him that he was successful in his job, were, in part, forcing the individual to accept and reach a level of aspiration far beyond his present one. This, however, was not unrealistic as it was within the individual's potentiality. Success in reaching his aspirations and the peer and adult approval that go along with success greatly influence self-esteem. Though success in attaining one's hoped-for success seems, at first, simple, keep in mind all the important influences we have briefly outlined, particularly the point that a person only really experiences
success when he perceives himself as successful, which may or may not coincide with what his peers or authority figures see as successful.

Summary:

Now that you know the nature of self-confidence, its underlying factors and something of the links between teacher behavior and student behavior, let us study a case history as a summary. Here is a brief case and an analysis of this case in terms of what we have presented.

Ellen was a freshman at the state university when she had her two most memorable experiences. The first occurred in her first English class, devoted mainly to composition. In this class, themes were due several times each week and the bulk of the class time was spent by the instructor's reading of the students' themes in front of the class to illustrate good and bad methods of writing. Ellen's themes were frequently read as bad examples of writing. Her reaction can best be described in her words:

"I had four years of high school English with an "A" average, so I was quite unprepared for the ridicule and sarcastic remarks which my work received. The fact that we wrote our names on the outside of our papers then, added to my humiliation as I was sure the class knew whose paper was being read."

The student goes on to tell how she realized she had some difficulty in expression as her parents spoke only German at home. During the early weeks of the semester, Ellen worked very hard and, for a long period of time, tried to improve her work, but her papers were still often cited as poor examples. She kept hoping the instructor would give her individual help or at least offer helpful criticism in class, but this never occurred. When the semester was over, Ellen found she had a "C" and was convinced she could not write well. This acted as a handicap all through college for when she got good grades, it was, she felt, in spite of her written work. Whenever she had to write, she found herself tense and upset, unable to do her best. Ellen came to college with a strong interest in English, intending to major it, but changed her mind after that first course. Even today, over twenty years later, Ellen feels uncomfortable when she has to write.

Fortunately for Ellen, she came into contact with a
very different sort of teacher during the same freshman year. Because of her German language background, Ellen was no better in her speaking than in her writing, her primary difficulty being in the construction of sentences. Required to take speech, Ellen was terrified with the thought of speaking in front of thirty-five or forty students, many of them upper classmen. Let's see how Ellen describes her experience.

"The first time I tried to speak, I could think of nothing to say. The instructor let me sit near her desk and the two of us talked about the subject until I felt capable of standing before the class and making a few awkward statements. After that, when I spoke, she always tried to mention one or two good points about my work before giving the criticisms. She was understanding and kind. She found time to have a conference with me and told me to choose subjects in which I was interested and knew something about."

Ellen developed her feelings of adequacy and her progress in speaking was much more rapid than that in English composition. While in her speech class, she was relaxed and at ease, and since that time, Ellen was always more relaxed speaking in front of a group rather than to write. It might be interesting to note that today Ellen is a very respected and popular leader in civic affairs in a large midwestern city.

Analysis: In both of these episodes we have Ellen, the same individual with the same skills and background. The first incident extended over the whole freshman year, whereas the second occurred during the last semester only. Why did these experiences have such a tremendously different effect on her?

The basic needs involved are those surrounding security and esteem. The need for security, belonging, and feelings of personal worth are enlengthened for the freshman trying to adjust to new friends and a new home as well as to subjects. The two episodes involved sensitivity versus insensitivity to a student's problem, a German background in language. In one episode the instructor used non-constructive criticism (punishment) in the form of ridicule and sarcasm, while in the other episode, the instructor was friendly, kind, and understanding, using praise frequently when it was deserved.
Ellen had a high, perhaps unrealistic, self-concept of her English ability from her "A" record in high school. She came to college interested and motivated in this area. In spite of the instructor's ridicule and sarcasm, Ellen maintained her interest and worked long hard hours for several months in an attempt to maintain her concept of her ability in English. When, after several months of only constant criticism with no praise, she began to realize she could not reach her level of aspiration, she gradually lost her interest and motivation. The "C" grade which would have made many students happy only represented failure to her. The influence of the episode was so strong and lasting that even now, over twenty years later, her level of aspiration and interest in English composition are well below her capacity.

In entering her speech class, she had the same underlying problem as in English composition, plus an additional problem of being inferior to her peers. You will remember how the feeling that everyone in class knew her paper was the one being read further decreased her self-confidence, fearing peer disapproval as much as teacher disapproval. Potentially, then, speech class offered a more traumatic experience than did English. Why didn't this become another traumatic experience in Ellen's life? First, Ellen went into her speech class with a lower level of aspiration and with a much greater fear in the form of the group, she was unable to say anything; certainly this is a highly unfavorable set of circumstances which easily could have even further torn down Ellen's feelings of adequacy. The teacher quickly perceived her problem and, by asking her to sit and talk to her, conveyed to the class and to Ellen that there was nothing wrong with not being able to say anything. This gave Ellen a feeling of acceptance and helped the class to accept her. With her need for security and acceptance being at least minimally met, Ellen was able to make a few awkward statements which sufficed for a speech. This represented success to Ellen because her entering aspiration and expectation had been that even this was impossible. The instructor also realized this was a success experience for Ellen and praised her for her efforts, rather than criticizing them severely as she might have done. The teacher continually gave Ellen praise, personal attention and kindness, yet no more than she made available to the rest of the class. Through this teacher's continued acceptance and approval, Ellen made great strides in developing her speaking ability as well as her general over-all self-confidence.
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For a final look, let us re-emphasize the contrast by restating some of the principles evolving from this monograph.

1. Ellen responded to the critical, sarcastic teacher with loss of interest, motivation, and confidence, although she originally had well above average amounts of each. As a result, she learned very little in this course. On the other hand, she responded to the friendly understanding teacher who praised her with increased interest, motivation, and confidence. It is quite obvious that she learned a good deal more in her speech class than in her composition class. Praise can then be said to be more effective in changing behavior (i.e., in this case greater amounts of learning and increased self-confidence) in the desired direction than punishment which often changes behavior in the negative direction if it changes at all.

2. In incidents that undermine confidence, interest, and motivation, even though originally quite strong, are so soon decreased. However, in incidents developing confidence, an interest and motivation, even if not originally present, soon appears in increasing amounts.

3. The level of aspiration is usually negatively affected in undermining incidents. If the student's original aspiration is frustrated, he is eventually forced to lower them by the teacher's attitude, usually until they are significantly below his real capacity. In the opposite type of episode, levels of aspiration are steadily or all at once greatly increased by the teacher's understanding, assurance, and positive guidance which led the student to set realistic goals and to attain them.

In Ellen's case, we can see where her general aspiration in terms of confidence was affected by both episodes, but that she could also develop confidence in one situation and set realistic goals, where in another she was constantly frustrated and developed what might well have been unrealistic goals.

4. The final and most general aspect of the teachers' behaviors seems to reflect a genuine interest in students and a desire to help them, on the one hand, and a lack of any real interest or understanding for the students on the other hand. This is a positive versus a negative approach.


20. Page, M. The modification of ascendent behavior in preschool children, Univer. of Iowa stud. in child welf., 1936, 12, No.3.


25. __________, unpublished research done in educational psychology at The Ohio State University, 1958.
APPENDIX D
NANCY ADAMS

Miss Smith, the eleventh grade English teacher at Melville High School (enrollment 1,000) has noticed that Nancy Adams is a tense, anxious, background member of the class group. She decided that maybe she can do something to help Nancy become a more efficient, effective and happy student. The following is a summary of what Miss Smith knows about Nancy from cumulative records and other sources.

Nancy is an attractive girl of average height and weight, being post-pubescent and sixteen years old. Since she had been in high school, her grades have been an even mixture of B's and C's; however, when she was in elementary school, her marks tended to be more in the A and B range. Her Stanford-Binet IQ is 116 and her California Mental Maturity (group test) IQ is 105.

In class Miss Smith has found Nancy to be a persistent, very anxious worker who seldom answers questions in class. The group of which Nancy is a member consists of students who are preparing for college entrance. Nancy also has this goal in mind. She has joined a minimum of school activities, hurrying home each evening at her parents' insistence to study. Reading, particularly romantic fiction, but also a few good books and poetry, is Nancy's principle out-of-school interest. She goes to the movies frequently with her one girl friend and seems to know a great deal about the movie stars, especially the males. Mary occasionally tries to write a poem or a short story, according to one of Nancy's acquaintances, but she never has shown them to anyone.

Home: In the neat, trim, middle class district in a spot fringing on the upper class section, the Adams' have made their home in an older but one-time gracious house. Nancy's father is a small successful business man in town who is also somewhat interested in local politics. Her mother is a well-groomed woman who spends most of her spare time in club work. She has a large amount of time to devote to this work since her only other child is away in the armed forces. At the present time, Mrs. Adams' goal is to gain membership in the town's most exclusive woman's club. Nancy's parents do not pay much attention to Nancy, seldom being home evenings. When they are at home, they are urging her to study as much as possible so that she can get A's. Everytime Nancy brings home a report card, there is considerable criticism from her parents to do better. The parents are not too concerned about the company
Nancy keeps, although they do suggest friends for her from the higher social classes and frown on any from the lower levels. The family occasionally takes trips together and at times can be seen dining at the country club.

Social: Nancy seems to be an ignored member of her peer group, neither accepted nor rejected by them. She has seldom been known to go out on dates although she is approached from time to time by a boy.

Since Miss Smith has a very good relationship with a few of Nancy's classmates, she decided to ask them what they are their group think about Nancy. Some of their replies are: "We like her o.k. but she's always going home to study." "No one dislikes her, but she never opens up with any of us." "She never offers any suggestions, sort of becomes a bore." "The boys mostly like her, but she's always refusing dates." "She'll go out with us every so often but hasn't much to say."

Miss Smith has also spoken to several other teachers in passing about Nancy. The consensus of their opinion is that she is a nice quiet girl who doesn't seem to be enjoying life as much as she would like.

Miss Smith, who is highly respected by all the students takes the following course of action. She assigns the class an important theme to be handed in in two weeks, being careful that each student picks a topic that sincerely interests them. She mingles among the students, encouraging and giving advice on topics and references. She sees that Nancy has found a topic in which she is interested and is working hard with real interest on her theme. When the papers come, Nancy's is above average but not outstanding, probably deserving a "B".

If you were Miss Smith, how would you handle the situation when you hand back the themes and discuss their quality with the class? What grade would you give Nancy?
Nancy Adams: Instructor's Summary

Dynamics of Nancy's behavior prior to the incident.

1. Nancy is insecure as well as lacking in self-confidence. Her needs for security and esteem are thus inadequately met (affection, acceptance, peer approval, adult approval) (Reference pages refer to the monograph.)

2. Her level of aspiration is far above the "C" and "B" level. She is receiving these and these constitute failure for her. This can best be predicted from her striving status-climbing home, which develops anxieties and pressures in Nancy.

3. Because of these home influences, her self-concept (feelings of lack of acceptance and esteem from others) is not commensurate with reality. Her feelings of rejection and lack of esteem in turn seem to set up a circular chain of events in her peer relations.

Dynamics of Best Episode
(Praise in front of the group beyond what deserved, and an "A" on the theme)

1. The teacher, being one respected quite highly by all the students, will easily be able to influence the class's feelings. When she praises Nancy, the class will respect this and will also give Nancy recognition and some accord. Praise and respect offered by a respected authority figure is much sought after and subject to admiration at this time of life.

2. Nancy will probably reach her level of aspiration for the first time in a long time. Success will want to make her repeat this sort of behavior. As a result of some satisfaction for basic needs, her motivation and interest will continue to increase.

3. Another reason that Nancy will accept this praise as a sign of success after finding out her grade, is because of the amount of involvement she had in the task. It was important to the girl as she had worked hard and long on the theme.

4. Also, because she has at least for a moment, reached her level of aspiration, her feelings of acceptance and esteem can only be bolstered because both she and her peers feel esteem or respect is in place. The acceptance and praise from the teacher will enter as a wedge of adult approval against the damaging results of her parents' behavior.
5. The teacher must follow up her advantage, for instance in the way in which she organizes and carries out the coming committee work.
Jim, a fourth grader, had been absent from school for a couple of days. This episode with which we are concerned occurred during mathematics class on the day he returned to school. His teacher, Miss Whippet, was using flash cards for simple division problems on which the class had just begun to work. When she brought them to Jim, he didn't know the answer and replied honestly to Miss Whippet, "I don't know. I missed the day that was given."

The task today is to decide what would be the worse possible reaction Miss Whippet would be apt to use. The probable results of her actions and the dynamics of the situation. First, however, let us learn a little more about Jim and Miss Whippet.

This is what Miss Whippet knows about Jim. Jim has always received average or above average grades in all of his subjects. His Stanford Binet IQ is 112, given the year before. Results on the Stanford Achievement Test show him to have a grade score of 4.5 in over-all achievement while the class average is 4.0 grades.

Jim is a typical grade school boy of average height, weight and appearance. Although not a leader in his class, Jim has always gotten along well with his peers, being a good follower. No less mischievous than most active boys, he gets into occasional trouble at school, but cannot be labeled as a trouble maker. Most teachers have reacted positively to his friendly, likeable bearing. Jim's interests are the usual boy interests: baseball, football and girl-hating.

Mr. Wallace is a foreman in one of the local factories. Mrs. Wallace is a housewife with few other interests. Jim's parents love their children but are strict with them rather than indulgent and easy on them. The siblings and parents generally get along well, without too many family quarrels.

What, in turn, do Jim and the class know and feel about Miss Whippet? She is middle-aged and doesn't seem to have any extra time for her students, dealing with them in a harsh and strict fashion. In short, the class is afraid of Miss Whippet and her wrath, and is continually nervous and "on-edge" during school time. What do you think would be the poorest possible reaction Miss Whippet might use in reaction to Jim's, "I don't know"?
Jim Wallace \underline{Instructor's Analysis and Summary}  
\underline{(page numbers refer to monograph)}

I. **Dynamics in this case prior to the critical episode**

A. Jim was a typical boy with a fairly realistic self-concept and level of aspiration. He thought himself as good as the rest of his classmates in academic subjects and, although he would like to be more of a leader in the group, he felt no acute lack of confidence in himself.

II. **Possible relationships between various aspects of the teacher's behavior and Jim's reactions**

A. **Physical punishment:** Physical punishment seems to act as a threat to relatively more basic needs than esteem, that is to safety and love, security etc. Thus it is an additive to the anxiety of threat to esteem and security needs alone and can be seem as real fear of physical nature.

B. **Ridicule beyond the objective situation:** In this particular form of bedevilment, we see the teacher expanding her criticism to include the child's general intelligence, parentage, etc. Because of the generality of the criticism, it is very difficult setting defenses against it. The threat and effect is general on Jim's feelings of security and esteem.

C. **Relationship to Jim's self-concept:** Jim obviously conceives of himself as successful in school and this sort of criticism not only threatens this perception, but, because of its pervasive nature makes defense or compensation difficult.

D. **Unjust nature of criticism:** An added element is the fact that Jim really had a good reason for not knowing the answer, having been absent when this material was covered. Feeling he was being unfairly treated would heighten loss of interest and motivation resulting from lack of need satisfaction and create a further frustration of uncertainty. Jim, not knowing how the teacher will react to any future behavior on his part, will become increasingly tense in this class situation from sheer uncertainty.

E. **Peer Approval:** Since the teacher is generally disliked by the class, they will probably change objectively very little in their feelings toward poor Jim. However, since changes in esteem are the direct result of what Jim perceives, the teacher's utter rejection and statements of worthlessness are so violently felt by Jim that usually a person in a similar
situation, feels that his peers share at least part of the teacher's feelings. This is usually reflected in uneasiness or withdrawal from peers after an experience of this nature. If the experience is repeated, the withdrawal is liable to achieve permanent dimensions.
MARY ROSS

Mary Ross is a small, attractive girl who has always received passable grades in school but who is shy, withdrawn and ill at ease socially. Mr. Bode, Mary's twelfth grade homeroom teacher at Pittsfield High School, sensed her lack of confidence and set out to find what he could about Mary in order to develop a plan to help her gain increased self-respect.

School: Searching back through the cumulative records Mr. Bode found that Mary, in her sixteen years of life, had moved five different times and had attended six schools. She had been at Pittsfield High School (enrollment 2,000) for two years. Her Stanford-Binet IQ was 104 and her score on the Otis (Gamma Form) gave her an IQ of 98. In all of the schools she attended, her grades had been average, but the cumulative record was interspersed with notes like, "bright child, shy socially," "a sweet child, doesn't seem to have many friends." In checking with other teachers, Mr. Bode confirmed his observation that Mary is capable academically but seems to be very self-conscious in a group and seldom participates in any of the school's activities. She has a small circle of acquaintances and seems to have one close girl friend who is as shy as she.

Home: Mary's family lives in a good neighborhood in Pittsfield, her father working as a bookkeeper for a large manufacturer of electrical goods. Mary has two older married sisters but lives alone with her parents. The Ross's seldom go out or have friends in, spending most of their spare time with some hobby. There appears to be a great deal of love in the family, but neither parent understands the younger generation and hence Mary, like many other teenagers, cannot confide in her parents as she would like to about any of her important personal concerns.

Miscellaneous: In culling what information he had about Mary, Mr. Bode was unable to turn up much that would be helpful. He did have some of the following additional bits of information to work with. In an inventory of interests given the previous year, Mary had indicated an interest in music. In searching about in the records, he found the notation that she had sung with the junior high school chorus and seemed to have a fairly good voice. Some other interests in literature and the arts seemed to fill out her more positive interests. Another comment by
Mary's eleventh grade teachers also came to Mr. Bode's mind, "Mary seems to be trying to make more friends but hasn't had much success."

Mr. Bode is the school's music director, the school having a band, a large mixed chorus, an ensemble and a couple of other smaller groups, a trio and quartet, which are usually picked from the mixed chorus later in the year. In February of each year the music department gives a performance for the whole school in which each group participates.

Mr. Bode thought he saw a way in which he could help Mary. He called her up after school one day for a chat. What would you have said or done in this conference if you were Mr. Bode? Remember it is now October and Mary is just getting underway in her senior year in high school.
MARY ROSS

Instructor's Analysis and Summary (page numbers refer to Monograph)

I. Dynamics of the Case Prior to the Critical Episodes

1. Mary seemingly had no personality defects that would estrange her from the group; rather, she was either too insecure to let her positive aspects develop or at present offered the other members of her group nothing they needed. The background causes are obvious.

2. For some unknown reason, her level of aspiration in general seems to be below her capacities especially in the areas of personality development and singing. This is reflected in her early reply to her teacher that she just couldn't sing well enough.

II. Teacher Actions and Possible Resultants in Terms of Mary's Over-All Social-Emotional Development

1. The first action of the teacher would best be to show his acceptance of Mary. A good way to do this would be to encourage her and express confidence that she would fit into the mixed chorus very well. (p. 18-21, 25-27)

2. In participating in the mixed chorus, Mary will either reach a long held level of aspiration, or be forced to raise it. (p. 29-32)

3. This will thus help her with her own feelings of self-esteem, and give her the beginning of a foundation for gaining esteem from others. (p. 20-21, 25-27)

4. The major step the teacher must take is to force Mary's aspiration up to her potentialities, in a sense, give her a higher level of aspiration and at the same time through guidance and encouragement, see that she is successful (p. 12-13). This can be done either by some such action as giving her an important part in the music department's coming recital or, better yet, by selecting her for one of the small select singing groups. This would serve the dual purpose of forcing her to her capacity, and, putting her into close contact with a
small group of peers who have at least musical interest in common, as well as respect for musical ability. This would certainly provide as fertile a goal to be made into social contacts and develop friendships as possible. If this small group performed in the music program, the effect on Mary's self-esteem and self-confidence would be favorably effected because of increased esteem given her by teachers and peers outside of the musical groups.
THOMAS KANE

Tom is in a special class for superior students interested in science. Although the semester is only a few weeks old, Tom has been doing poorly on the tests and seems to be lagging behind the rest of the group in his understanding of the subject. Since this is a special class, Tom knows he will get a high grade regardless of where he stands in the group. However, Tom is very upset and losing interest. The teacher, Mr. Schaltz, is also concerned and decides to find out as much pertinent information as he can about Tom.

Tom is just starting the tenth grade in a large city high school. He completed his first nine grades in two small suburban schools. While he was considered quite outstanding by the faculty and his classmates in science, in junior high school he showed marked interest in the sciences. The junior high program had an ill-prepared teacher in charge of science and only a few archaic bits of apparatus to work with. Mr. Schaltz felt that though Tom was the pride of his school, his background in the fundamentals of science was very spotty and inadequate.

In checking through the records, Mr. Schaltz found Tom's grades to be predominantly A's and B's. His Stanford Binet IQ was 135 some four years previously. Comments on the cumulative record indicate that Tom had always been interested in the natural and physical sciences but never had had a systematic introduction and foundation in science. Tom had been popular in his junior high school as he had been a member of the varsity athletic teams although he was not an excellent player by any criteria. He was known for his feats in the sciences. It was noted on the record, however, that Tom seldom helped others in science or on the athletic field and that he was self-centered and tended to reject others. He derived his esteem rather selfishly from the praise his accomplishments brought him.

Tom is an only child from a professional family. In examining his home background, Mr. Schaltz found little that is immediately pertinent. His home is relatively free from conflict and Tom is given considerable independence by his parents.

In his new high school Tom is having some difficulty making friends and wants very much to be a part of the group in his special science class. Tom has expressed an interest in the activities of his new group and wants to
share in their discussions and leisure activities, but as yet the new group has paid little attention to him. This group sets high prestige on intellectual ability and creative output—things in which Tom at present is below the average of his new class.

With the preceding information, Mr. Schaltz feels he should be able to help Tom within the framework of his course which is as follows. The special science classes are designed to help those with potential to develop it in as democratic an atmosphere as possible. The class sessions are informal lectures or discussions. Each boy usually is given a special project of his own to work on, reporting to the group as he progresses. Near the end of each semester, the class puts on some kind of program or constructs a display to show to the entire school. Fortunately, just as Mr. Schaltz had finished gathering this information about Tom, Tom came up after class and asked to speak to Mr. Schaltz about his progress in the course. If you were Mr. Schaltz, what would you do at this point?
I. Dynamics of the Case Prior to Critical Episodes:

1. Tom was a very intelligent boy with a poor foundation in science but a great interest in the subject.
2. He had been the center of attention at his small school due to his feats, but had been selfish in that he only accepted esteem and never gave any. (p. 20-21)
3. This popularity did not follow him to junior high where, in order to protect his concept of himself, which was vastly different than the opinions held by his peers, he desperately wanted to succeed and be a part of the group. Thus any work below the average of his group meant severe failure. (p. 20, par. 4, p. 32)
4. Tom's self-concept (p. 17) was based on only adulation from others which he lost. Thus, in a new situation, his perception was threatened, as the class did not hold him in esteem and thus afford him the praise he was used to. Tom's desired concept of himself seemed still further off than his perceived concept.

II. Possible Teacher Reactions and Their Effects on Tom

1. The problem Tom brought to the teacher was very real and probably should have priority in attention. (p.32) The two best approaches to Tom's work which was below the group's average would be:
   a. To help Tom catch up to the class by having a couple of his classmates give him special help. Here we would find his reaching the level of the group thus gaining some acceptance from the group, but more important feelings of success himself. (p.20, par. 4, p.32) He would also be put in a situation where he would have to give some sort of esteem or respect to his peers who knew more than he. (p.21, par. 2) The desire to reach the group level would force him to accept their help.
   b. To help Tom catch up to the class by assigning readings and giving guidance designed to fill in his gaps of knowledge. This method has the advantages of the first aspect above, but does not help Tom in his need to have esteem for others.
2. With Tom feeling a little more secure in the defense of his self-concept, and possibly some move toward a more healthy satisfaction of the esteem needs, the teacher can evolve some further ways in which to aid Tom's development.

a. In assigning Tom the individual project which Tom will present to the class, he can be sure that Tom takes a project which is of much current interest, such as missiles or space travel, but in which the rest of the class is relatively uninformed. This will give a skill or knowledge to Tom that the rest of the class will consult him about and respect him for. (p.26) Again this furnishes a firm basis upon which Tom may develop further confidence.

b. The teacher can also give Tom an important position in the class's big program for the school. Ideally, this position would be one in which his success would rely on the special knowledge of several of his classmates. The effects of this in his group status and esteem need satisfaction is obvious. (p. 20, 21)
Procedure: Nancy Adams

1. Choose someone in your group to role play the teacher in this situation. Also have someone play the role of Nancy, expressing what feelings they think Nancy would have in response to the teacher's behavior. The rest of the group should try to put themselves in the role of the class.

2. Using this portrayal of what might occur as a reference point, discuss as a group what you like and dislike about this role-played incident. Be sure to outline the dynamics of the situation and the results in terms of how Nancy will behave. You may use your mimeographed reading material as frequently as you wish. Work with this toward what you would consider the ideal way to handle the situation. Bring yourselves to reach a group decision as to the one best course of action.

3. When you have reached a group decision, try again to role play the situation as you would now handle it. Have someone reflect Nancy's feelings and another person reflect the class reaction. Revise your decision in light of any new ideas you might have as a result of this role playing.

4. Record your decision in terms of the teacher's behavior as briefly as you can. Also list the various results the teacher's behavior would have and why Nancy and the class would react this way.

5. Call your instructor and he will give you further instructions and information about Nancy.
A-1 Nancy Adams: Response Category A-1

A. Praise in front of the class for an exceptional job, best done by reading her paper aloud or letting Nancy read it, pointing out specific passages for special praise. This would include praise and a grade of "A" beyond what the paper really deserved.

B. This decision was probably the best one available. Nancy would probably feel she had reached her level of aspiration and thus experience success. The students would also probably commend and praise her for her work. She would thus be able to realize that both peers and teacher were accepting her and begin to revise her self-concept more realistically in terms of her peer acceptance. Most likely Nancy would find herself more interested and motivated in her English class than before.

C. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of the group.

1. Do the dynamics you have listed explain all of the above results?
2. What is Nancy's level of aspiration in relation to her past performance? Why is this so? (p.20)
3. What was necessary for her to feel successful? Why?
4. Why did her peers accept and respect her after the teacher's actions? (p.14, 20)
5. What aspects did her concept of self-esteem change in respect to reality? How was it changed? (p. 25)
6. Why has she become more motivated and interested? (p. 27 and following)

D. Miss Smith has decided that her eleventh grade English class will break down into committees and each will be responsible for a project to present to the class. She is still interested in further developing Nancy's self-confidence. How would you proceed if you were Miss Smith? Work toward a group decision by role playing the situation. This will probably help you to visualize the situation.

Record briefly in the words of the group, your decision on each of the following questions.
1. What is your group's decision? Include your conception of the dynamics of the situation; what the teacher did, what caused this result in Nancy, why?
2. How has this episode helped Nancy's self-confidence?
3. If time remains, relate incidents from your own experience in which the teacher used praise. What were the dynamics of these incidents?
A-2 Nancy Adams: Response Category A-2

A. The teacher makes it a point to praise Nancy in private beyond what the paper deserved, pointing out specific passages and indicating why they were good. The teacher gives Nancy an "A" on the paper.

B. This response is good but is not the best one possible.

C. The best description of Nancy's behavior as a result of this would generally be as follows:

Nancy would most likely feel she had met her level of aspiration and experience the feeling of success. She would also feel that her teacher accepted her and thought her to have some personal worth. This will certainly affect her previous self-concept of lack of adult approval. Nancy would also probably display more interest and motivation in English.

D. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of the group.

1. How well does this compare with your predicted behavior on Nancy's part?
2. What aspect of Nancy's development of self-confidence and security did your solution fail to affect very much? (p. 25-27)
3. What was the nature of Nancy's level of aspiration? Was it met? Why? (p. 29-31, p. 31 par. 5)
4. Why might she be more interested and motivated in English? How might this interest be further increased? (p. 18-22)

E. Continuing with Nancy as you left her, Miss Smith has developed a new situation. After the themes had passed by and Miss Smith had treated Nancy as you suggested, she decided that it was time for something different. She felt that the class ought to be split up into committees, each committee being responsible for a project. Keeping in mind that she is still interested in developing Nancy's security and self-confidence, how would you proceed? Arrive at a group decision as to what you would do, using role-playing again to help you visualize the situation.

F. Record your group's decision on each of the following questions:
a. List your group decision and the most likely behavior Nancy would display as a result of your actions.

b. What are the dynamics of Nancy's behavior? In other words, why do the teacher's actions have these results? Refer to the monograph for support.

G. If time remains, relate incidents from your own experiences in which the teacher helped you overcome a similar problem. What were the dynamics of these episodes? What general concepts can you abstract from these?
A-3 Nancy Adams - Response Category A-3

A. Praise in front of the group for Nancy as deserved, with the grade of "B" or "C". Any method of giving praise would be acceptable, reading the theme, selecting passages to comment on or just mentioning Nancy's name.

B. This is a logical response but is not apt to produce the desired result in Nancy.

C. Nancy's behavior if the teacher handled the situation this way would be most likely as follows: She will have some feeling of success but will probably feel more like a failure, especially after she sees her grade. Her peers will give her some attention but this probably will not affect her feelings of confidence beyond a small point. She will continue to work hard in English, but without the interest she had developed when writing the theme.

D. Discuss the following questions as a group, keeping in mind the proper references. List your group decisions briefly.

1. What discrepancies do you find between this and your own interpretation? How would you explain these? (p. 31 par. 5)
2. What is the probable nature of her level of aspiration? Did she reach it? (p. 29-31)
3. Why didn't the increased peer attention affect her feelings of esteem very much? (p. 31-par. 5, p. 16, 17)
4. How do you explain the fact that she will probably continue to work hard in English but lose the interest she had gained? (p.18-20)
5. In light of the new information, how would you handle the situation if you could do it over again?

E. Let's look at the new situation below and, with the aid of roleplaying, visualize it and come to a group decision as to how you would act. Miss Smith, realizing she hasn't helped Nancy much, decided to have the class break up into committees, each one being responsible for a group project.

F. Discuss and reach a group decision on the following aspects of the problem. Record your answers briefly in words of the group.
1. What would you do? (p. 25-27)
2. What effect would it have on Nancy's behavior?
3. Why did the particular behavior of the teacher affect Nancy the way it did? What are the dynamics of the episode?

G. If there is still time remaining, relate incidents from your experience where praise was used to build your self-confidence. What were the dynamics involved in these incidents?
A. Praise in private, but no more than the theme warranted. Grading the theme "B" or "C".

B. Although this is a better response than no attention at all, it probably will not accomplish all that might be accomplished by another approach.

C. We can best predict Nancy's reaction to be as follows if Miss Smith had chosen this way to deal with Nancy:

Nancy would have some feeling of success but not very much, especially after receiving her grade. There would be some increase in her security with Miss Smith; however, no change in her relationships with the class would be recognizable. Nancy would continue to work hard in her English class, but her interest would decline somewhat. In brief, her self-confidence would probably not increase very much although she might feel somewhat more secure.

D. Discuss and reach a group decision on each of the following questions, referring to the references indicated, and listing your answers briefly in the words of the group.

1. How does Nancy's reaction described above correspond to the one you had predicted? What are the discrepancies? Why?
2. What can you say about Nancy's level of aspiration for her theme? Did she meet it? Why? (p. 29-31, p. 31 par. 5)
3. Explain why there was little change in her self-confidence? (p. 16-17)
4. Why was there no change in her feelings of esteem from peers? (p. 25-27)
5. If you had to redo in the incident, how would you handle it in light of the new information and insight you have acquired?

E. Discuss and reach a group decision again using role-playing to help you visualize the situation. Miss Smith, realizing that she hasn't helped Nancy much as yet, has an idea and goes off on a new tack. The class is to be divided into committees, each of which is to be responsible for a project to present before the class. If you were Miss Smith, what would you do?
l. Reach a group decision and list your answers briefly in the words of the group:
   a. What would you do?
   b. What behavior would you predict this would elicit from Nancy?
   c. What is the relationship between teacher's and Nancy's behavior? Why does one cause the other? What were the dynamics? (p.20-21)

F. If time still remains, relate incidents from your own experiences where praise has helped you develop your self-confidence. What were the underlying dynamics in these episodes?
A. Teacher passes back the themes giving no special attention to Nancy. Her grade is the deserved mark of "B" or "C".

B. Although this may seem to be the fair thing to do, if we adopt this pattern, we will in no way help Nancy's self-confidence.

C. Nancy's probable reaction if Miss Smith had employed this type of action, would be:

Nancy would not change in her peer relationships, her security or in her feelings of acceptance. She would probably feel some sense of failure upon getting her theme back. Although she will continue to work hard in English, the interest which she developed while writing the theme will soon disappear. In a sense, there would be no noticeable change in Nancy's behavior or direction of development.

D. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of your group. Use the references to help you.

1. What discrepancies did you find between your description of Nancy's behavior and the description above?
2. What can you say about Nancy's level of aspiration before this episode? (p. 29-31)
3. Why wasn't her level of aspiration reached? (p. 31 par. 5)
4. Why wasn't there any increase in her interest or motivation? (p. 27-28)
5. Why wasn't there any change in her self-confidence or self-concept? (p. 16-17)
6. If you were able to push back time and re-do this episode, how would you react if you were Miss Smith in light of your new information? Why?

E. If there is any time remaining, role play the following follow-up situation. Reach a group decision as to how you would react. Miss Smith, seeing she has done nothing as yet to help Nancy, decides to do group projects in class. She plans to use committees, each of which will be responsible for presenting a project to the class.

1. List your answers to the following questions.
a. What would you do?
b. What behavior and feelings would you expect from Nancy as a product of your behavior?
c. Why did your behavior produce what it did in terms of Nancy's behavior? In other words, what are the dynamics of the situation?

F. If time still remains, discuss some incidents from your own experiences in which a teacher effectively applied the use of praise. What were the dynamics involved in these episodes?
Procedure: Jim Wallace

1. Choose two members of your group to role-play the situation in the poorest possible way it might be managed. The person who plays Jim may either react in action, words, or an expression of his feelings as Miss Whippet responds to his, "I don't know." The rest of the group may attempt to put themselves in the role of the rest of the class. What are their reactions and feelings as this episode goes on?

2. Using this dramatization of one possible way of mishandling the situation, as a starting point, evolve as a group through critical evaluation of the role playing episode, a decision as to what you feel would be the worse way to deal with the situation.

3. When you have reached this decision, try role playing it again in your group. Make any minor or major changes this visualization brings forth from the group.

4. Briefly write your decision in the words of the group. Cover the following points.
   a. What is the worst thing Miss Whippet could do?
   b. How would Jim behave and feel as a result of this action?
   c. What are the dynamics of the situation? In other words, why did these teacher behaviors result in the particular reactions in Jim?

5. When you have completed this, call your instructor over for further instructions and information about Jim.
A-1 Jim Wallace: Response Category A-1

A. Some sort of physical punishment (shaking, slapping with ruler, etc.) along with ridicule and criticism which may extend beyond objective situation (i.e. "You are the dumbest student I've ever had.")

B. This is probably the worst thing a teacher could do in this situation within the realm of sanity. Within the confines of these limits some actions would obviously be worse than others.

C. The probable resultant behavior and feelings of Jim are summarized below. How well do they agree with yours?

Immediately, of course, Jim would be embarrassed, frightened, and humiliated. He would feel that he had lost both his teacher's acceptance and the acceptance and esteem of the rest of the classmates. Jim will continue to be tense, anxious and on edge in Miss Whippet's class, learning very little. Math will most likely become a disliked subject. In a sense, Jim will also be frustrated and lose what interest and motivation he had had in Math, and set lower and lower goals for himself.

In a nutshell, he will learn a great deal less and lose considerable self-confidence.

D. Discuss and reach a group decision and list your answers briefly to the following questions in the words of your group.

1. Why was the effect of the teacher's ridicule so much more marked than specific criticism would have been? (p. 16-17)
2. What is the effect of physical punishment on Jim? (p. 18-20, 24 - par. 3,4)
3. Even though Jim's classmates hated Miss Whippet, Jim felt marked decrease in esteem and acceptance from his peers. Why? (p. 25-27)
4. Jim feels much of what was done by Miss Whippet was unfair and unjust. How is this apt to affect him and why?
5. How would you really have handled the episode? Why? (p. 8)
E. Let's follow Jim on to another situation. Miss Whippet left him and continued with the math class. Some while later, she came by again with the flash cards. Miss Whippet, no wiser from seeing Jim cringe and shrink into his seat a short while ago, proceeds again to his seat. What is her poorest response now?

1. Try role playing the situation as you did the previous one. Discuss and reach a group decision.
2. List the following briefly into the words of your work-group.
   a. Your group's decision.
   b. Jim's probable resultant behavior
   C. The dynamics of this behavior: what produced what and why.
3. Discuss, reach a group decision and list briefly your answers to the following questions. What relevance do they have on your decision above?
   a. What needs will become more and more involved after the second situation? (p. 24- par. 3-4)
   B. Will Jim's self-concept continue to be threatened? Will it change? Why? (p. 16-17)
   c. What predictions would you make about Jim's future achievement in mathematics, why? (p. 27-28)

F. If time remains, discuss incidents from your own experiences in which non-constructive criticism was used. What were the probable dynamics in these episodes?
A. Severe ridicule and non-constructive criticism beyond objective situation (i.e., continuing to say how dumb he was and that he would certainly never be able to pass fourth grade or graduate from high school). She may or may not have employed some sort of active punishment, like the use of a dunce cap or making Jim stay after school.

B. If you employed these methods, you would be a pretty miserable teacher; however, you could have done very much worse.

C. Jim's probable behavior is in response to this and is summarized below.

Particularly affected by the humiliation and embarrassment will be Jim's security and feelings of self-esteem and the feelings of esteem from others. The fact that many of the things the teacher did seem unfair to Jim will further add to his fear and anxiety. In the future Jim will continue to be more and more on edge in Miss Whippet's class, will try less and less and will lose interest, becoming frustrated. In brief, Jim will lose security, confidence, motivation and interest. How does this description compare with your group's description?

D. Discuss the following questions, reaching a group decision, and listing your answers briefly in the words of the group.

1. What might you have done that would have increased Jim's fear and further threatened his basic needs? (p. 19--par. 4)

2. Why would ridiculing of a broader scope (i.e., whole personality disparaged, etc.) have a worse effect? (p. 16-17)

3. Why did Jim lose motivation and interest? (p. 27-par. 4, p. 28)

4. What particular effect did the fact that Miss Whippet's behavior was rather unfair have on Jim? (p. 24-25)

5. Even though the whole class disliked Miss Whippet and probably sympathized with Jim, he still felt a loss of confidence and esteem from his peers. How do you account for this? (p. 21-par. 2)

6. How would you reasonably have handled this episode? Explain your reasoning. (p. 8)
E. Let us follow Jim to another situation. Miss Whippet left him and continued with the math class. Some twenty minutes later she came by again with the flash cards. Miss Whippet, no wiser from seeing Jim cringe and shrink into his seat a little while ago, proceeds again to his seat. What is her poorest possible response now?

1. Try role playing this situation as you did the previous one. Discuss and reach a group decision.

2. List briefly in the words of your group:
   a. your group's decision
   b. Jim's probable resultant behavior
   c. the dynamics of this behavior. What produced what and why?

3. Discuss and reach a group decision on the following questions. Briefly list your answers.
   a. What needs will become more and more involved after the second situation? (p. 24- par. 3,4)
   b. Will Jim's self-concept continue to be threatened? Will it change? Why? (p. 16-17)
   c. What predictions would you make about Jim's future achievements in mathematics? Why? (p. 27-28)

F. If time remains, discuss incidents from your own experiences in which non-constructive criticism was used. What were the probable dynamics of these episodes?
A-3 Jim Wallace- Category A-3

A. To severely reprimand Jim within the confines of the situation. "Jim, you should know this. Don't let me catch you without the answers again." This could be accompanied by some sort of punishment like remaining after school.

B. If you chose this type of answer, you are much too soft-hearted and will never make a cruel teacher.

C. We could probably expect the following behaviors on Jim's part if this action were adopted.

His aspiration, motivation and interest in math would be decreased somewhat. His general feelings of self-esteem and esteem from others would be threatened. Miss Whippet's action would seem unfair to Jim and he would feel somewhat frustrated and hostile. How does this description compare with the one you had?

D. Discuss, reach group decisions and list briefly your answers to the following questions in the words of your group.

1. What might you have done that would have had far more disastrous results on Jim? (p. 18-22)
2. Why did Jim feel some loss of esteem from his peers since they too hated Miss Whippet and probably were in sympathy with him? (p.25-27)
3. Why were there few feelings of loss of confidence or esteem in a more general way? (p.16-17)
4. Explain how Miss Whippet's unfairness would leave Jim frustrated and would help to detract from his motivation and interest. (p. 16)
6. How would you really have handled this situation? What are the dynamics behind your method? (p.8)

E. Let us follow Jim to another situation. Miss Whippet left him and continued with the math class. Some twenty minutes later, she came by again with the flash cards. Miss Whippet, no wiser from seeing Jim cringe and shrink into his seat a little while before, proceeds again to his seat. What is her poorest possible response now?
1. Try role playing this situation as you did the previous one. Discuss and reach a group decision.

2. List the following briefly into the words of your group.
   a. Your group's decision
   b. Jim's probable resultant behavior
   c. The dynamics of this behavior, what caused what and why.

3. Discuss and reach a group decision on the following questions. List your answers briefly.
   a. What needs will become more and more involved after the second situation. (p. 24 - par. 3, 4)
   b. Will Jim's self-concept continue to be threatened? Will it change? Why? (p. 16)
   c. What predictions would you make about Jim's future achievement in mathematics? Why? (p. 27-28)

F. If time remains, discuss incidents from your own experiences in which non-constructive criticism was used. What were the possible dynamics of the episode?
A. Procedure:

1. Chose two members from your group to role play the conference Mr. Schaltz had with Tom. The person who takes Mr. Schaltz's role should handle the conference the way he feels it would be of maximum benefit to Tom. The person taking Tom's role should answer Mr. Schaltz as he feels that Tom would most likely do. When you have finished the role playing session, have the person who took Tom's role report the feelings he felt Tom had at the time.

2. With the ideas, thoughts and visualization the dramatization has provided you, discuss how you feel Mr. Schaltz should have handled this episode, with the goal of arriving at a group decision. Be sure you have considered what reactions Tom will have and how they are related to what Mr. Schaltz has said or done. In other words, what are the dynamics operating in this incident?

3. When you have reached a group decision, have some members of your group role play your decision if it is different from the original role playing. Make any refinements in your decision that this new dramatization suggests to you.

4. List briefly (With your whole group helping to construct the wording)
   a. Your group's decision
   b. Tom's reactions, behavior and feelings after Mr. Schaltz's words and actions
   c. The dynamics of the episode, what the relations are between the various behaviors of the teacher to the resultant behavior in Tom?

5. When you have completed this, call your instructor over. He will provide you with further information about Tom.
A-1 Response Category: Tom Kane  A-1

A. Mr. Schaltz makes some provision for Tom to work with another student or students who will help him go over the background he lacks and bring Tom up to the average class achievement with Mr. Schaltz’s guidance.

B. This is one of the best actions. Mr. Schaltz could have taken.

C. Tom’s most probable reaction in this situation would be to accept Mr. Schaltz’s help and to work very hard with these other students to catch up work with the class. He would most likely reach the class average in a few weeks of intensive work.

D. Discuss and reach a group decision on each of the following questions. Use the listed references to the reading material, "You and Your Students' Self-Confidence" to lend objectivity and evidence to your discussion and decisions. Briefly list your group’s decisions.

1. Why was it a good idea to let other students help Tom in his process of reaching the class’s level? (p. 21, par. 2) (pp. 25 par. 5)

2. What will catching up to the group do to Tom’s feelings of success and failure? Why? (p. 32)

3. Why should it be so important to Tom to reach the group’s average if he will get an "A" regardless of his standing in the group? (p. 20)

4. How will this help Tom gain status in the group, or will it? (p. 26 par. 2)

5. What aspect of Tom’s development has not as yet been aided? (p. 26)

D. assuming that Tom has been able to catch up to the group, what do you think Mr. Schaltz should do next to help Tom farther along ways to success and self-confidence in his science class?
Mr. Schaltz is having a conference with Tom about his progress. Assuming that Mr. Schaltz wants to help Tom even more, what action should he take?

1. Have some members of your group role play how they feel Tom and Mr. Schaltz would behave in this conference. With this visualization, proceed to discuss and reach a group decision as to what action you would take.

2. List briefly your group's decisions:
   a. The reaction and behavior Tom will display as a result of Mr. Schaltz's action
   b. The dynamics of the interaction
   c. The reaction and relationships with the class that would result.

3. When you have reached this point, call your instructor over and he will give you more information.
A-2 Tom Kane- Response Category A-2

A. Mr. Schaltz provides Tom with books and guidance to help him reach the class average as soon as possible.

B. This is a good method of handling the situation, although there are other methods equally as good.

C. Tom would probably react quite well to Mr. Schaltz's friendly acceptance and help. He would probably work very hard to gain the class average or better. In a few weeks he could most likely attain this level.

D. Discuss and reach a group decision on the following questions, referring to the references in the reading material to aid your discussion. Briefly list your decisions.

1. What important aspect necessary for Tom's acceptance in the group is not aided in the above method of handling Tom? (p. 25 par. 5)
2. What is the relationship between Tom's desire to be a part of the group and his feelings of success or failure? (p. 20 par. 4)
3. Why is Tom so willing to take Mr. Schaltz's advice and work so very hard? (p. 20 - par. 4, p. 17, par. 2, p. 18 par. 2)
4. How do you explain the fact that Tom has a high degree of self-acceptance but so very little actual acceptance from others. (p. 32, par. 4)
5. Why was it so important for Tom to reach the group average when he would get an "A" in the course regardless of his standing in the group?
6. How would his reaching the group average help his status in the group?

E. Assuming that Tom has been able to reach the group's average level of achievement and that Mr. Schaltz still wants to help Tom's further development, what should he do next?

1. Have some of your group members role play the way in which they feel a conference should go between the two. Have Tom give his feelings or thoughts he experiences as a result of Mr. Schaltz words and actions, as well as any verbal or overt response.
2. With this role playing as a basis, discuss as a group what actions you might take, being sure to consider just what Tom's deficiencies are and the dynamics of any situation which might have positive effects.

3. When you have come to a group decision, list briefly the following in the words of the group
   a. Your decision
   b. Possible effects on Tom and his relationships to the group.
   c. The dynamics that explain these effects.

4. When you are satisfied with your decision and have written your answers, call your instructor over for further information.
A-3 Thomas Kane: Response Category A-3

A. This category of actions includes all responses not included under A-1 and A-3.

B. This group of responses is probably not the best way that Tom could have been directed at the time.

C. Tom's specific reaction would depend upon exactly what action you recommended that Mr. Schaltz take.

D. Discuss and reach a group decision on each of the following questions. Then list your answers briefly. Be sure to use the references to the reading material cited with the questions to aid your understanding.

1. What is the easiest to overcome and most prevalent difficulty Tom had when the conference occurred?

2. What was the nature of Tom's self-concept before entering his present school and how has his present experience affected it? (p. 17 par. 3)

3. What is the relationship between Tom's present level of achievement and his desire to become a part of the group? How does it affect his feelings of adequacy (success) and inadequacy (failure)? (p. 20, par. 4)

4. How do you account for the fact that Tom has a rather high level of self-acceptance but as yet has little acceptance from the group? (p. 25, par. 5, p. 32, par. 2)

E. With the added insight which discussing the above questions has given you, how will you handle a second conference between Mr. Schaltz and Tom a few days later?

1. Role play how you might now handle a conference. Be sure to have the person playing the role of Tom relate the feelings he had in reaction to the various actions on Mr. Schaltz's part.

2. Again using this dramatization as a basis, reframe the problem and reach a group decision as to how you would react now, being sure to consider the dynamics operating in the situation.
3. List briefly in the words of your group the answers to the following.
   a. Your group's decision
   b. Tom's probable reaction to Mr. Schaltz and how it will affect his self-confidence and relationship with the class.
   c. The dynamics of the situation in terms of why various behaviors on Mr. Schaltz's part brought the desired results.

F. When you have completed this, call your instructor over for further information about Tom.
B-1 Thomas Kane; Response Category B-1

A. Assign Tom a project that is of great current interest, such as space travel, but one in which his classmates are relatively unversed. Also give Tom a role in the class’s big program where he has an important role to play but one in which success depends on the cooperative efforts of a group, each person with his own specialty.

B. This tandem of actions by Mr. Schaltz would probably be the most effective ones possible in this situation.

C. Tom’s most probable resultant behavior would involve a great deal of interest and fervor in his project and in the class program. He would probably gain considerable status and esteem from the class which in turn would lead to healthy growth of his self-confidence.

D. Discuss and reach a group decision on the following questions. List your answers briefly in the group’s wording.

1. How will Tom’s work and presentation of his project affect his status and esteem in the class? Why? (p. 26, par. 24)

2. What effect will his work on the group’s program have on Tom’s perception of his self-acceptance, and the acceptance of others? Why? (p. 21, par. 2)

3. During the first weeks of the semester, did you feel there were any differences between Tom’s perceived self, the way in which his class perceived him and his desired self? What was their nature and why? (p. 17)

E. Reevaluate all your group decisions with respect to Tom and draw up and record in the words of your group a plan of action Mr. Schaltz might best follow from the first conference until the end of the quarter.

F. If you still have time, relate any incidents you may have experienced in which the teacher helped you to overcome an academic problem as well as to gain self-confidence. What were the dynamics of these episodes? What key concepts can you abstract?
B-2 Thomas Kane: Response Category B-2

A. Assign Tom a project, the end result of which will be a report to the group. This should be a topic of great current interest (space travel, for instance) but one which the rest of the class relatively is unversed in.

B. This is an excellent action to take, but Mr. Schaltz might have followed it with another action that would even have further helped Tom.

C. Tom's most probable reception of this project would be enthusiastic and he would most likely work very hard on it and give an excellent report. This would give Tom considerable prestige and status in his group.

D. Discuss and reach a group decision on the following questions. List very briefly in the words of your group your answers.

1. Why would giving Tom this sort of project help in his own feelings of self-confidence as well as increasing the class's esteem for him? (p. 26, par. 2-4)

2. As yet Mr. Schaltz hasn't done anything specific to help one aspect of Tom's developing self-confidence, although a little help was given if your first decision fell in category A-1. What specific thing might Mr. Schaltz do? (p. 21, par. 2) What might he do to aid Tom in this direction in terms of the framework of the class which was presented earlier?

3. In the first few weeks of the semester, did you feel there were any differences between Tom's perceived self, the way his class perceived him and what he desired to be? What was the nature of these discrepancies? Why did they occur? (p. 17)

E. Re-evaluate your group decision thus far and draw up and record in the words of the group a plan of action for Mr. Schaltz from the first conference until the end of the semester.

F. If time remains, discuss any incidents where a teacher has helped you overcome an academic problem and develop your self-confidence. What were the underlying dynamics of these incidents?
B-3 Thomas Kane: Response Category B-3

A. To give Tom an important role in the class's big program at the end of the semester, a role in which he must rely on others who know their specialty better than he, to work with him. Mr. Schaltz will see to it that Tom is given enough guidance to secure success.

B. This is a good response but Mr. Schaltz could have done something within the framework previous to this time that would have helped Tom's self-confidence in a slightly different way.

C. Tom's probable resultant behavior would be to accept and work hard on the program; however, he may have trouble working with his peers. His own feelings of esteem as well as the class's esteem for him may increase a good deal.

D. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of your group.

1. In what way will giving Tom a part in the class's program help Tom's self-confidence, especially in a role where the other students know more about certain aspects of his part of the program than he? (p.20-21)

2. How could Mr. Schaltz have managed Tom's individual project so it would have maximum benefit for Tom? (p. 26, par. 2-4)

3. During the early weeks of the semester, did you feel there were any differences between Tom's perceived self, his self others saw and his desired self? What was the nature of these differences?

4. In what way will Tom's work on the group project affect his self-concept? (p. 16-17)

5. Why might Tom have some difficulty in working with the other members of his class on the group's program for the school?

E. Re-evaluate all your group's decisions thus far with respect to Mr. Schaltz's actions with Tom. Construct a plan of action for Mr. Schaltz to follow from the first conference until the end of the semester that would be of maximum benefit, educationally, to Tom. Record your group's decision in the group's words.
F. If your group has some time remaining, relate any experiences you may have had in which the teacher helped you overcome your academic problems and at the same time gave your self-confidence a boost. What are the underlying dynamics of these incidents? What key concepts are involved?
B-4 Thomas Kane: Response Category B-4

A. All unique responses not included in categories B-1 to B-3.

B. Unless you expanded beyond the bounds of the framework of Mr. Schaltz's class, you have missed the two most profitable avenues through which you might have been of optimum benefit to Tom. The two aspects of the regular class procedure where Mr. Schaltz could have profitably helped Tom were in the individual project and the group's program for the whole school.

C. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of your group.

1. How could Mr. Schaltz help Tom via his individual project? Why would this help? (p. 25, 26)
2. How could Mr. Schaltz help Tom via whole group program at the end of the semester? Why would this help? (p. 20, 21)
3. Compare the dynamics and probable results with the actions recommended. How do they compare? What are the significant differences? What support do you have for the conclusions you have drawn from the reactions you recommend?
4. During the early weeks of the semester, did you feel there was any difference between Tom's perception of himself, other's perception of Tom and Tom's desired self. What was the nature of these, and why did they occur? (p. 16-17)

D. Re-evaluate all your group decisions relative to Tom from the beginning to the end of the semester. Devise a plan of action for Mr. Schaltz to cover the whole semester that you feel would result in the optimum benefit to Tom, educationally speaking.

E. If there is still time remaining, relate incidents that have happened to you personally in which a teacher helped you overcome an academic problem as you developed considerable self-confidence. What were the dynamics of these incidents? What general concepts relative to self-confidence can you abstract from these?
A. Procedure: Mary Ross

1. Choose from your group two members to role play the conference Mr. Bode had with Mary. When the conference is over, have the person who took Mary's role express what feelings and emotions she felt as Mary during the conference.

2. With the ideas, thoughts, and visualizations you now have of the situation, discuss what you feel Mr. Bode might best do at this time and how he might go about it. Be sure to consider what Mary's reaction will be to Mr. Bode's actions and the dynamics that underly those actions. Be sure that your decision is a group decision.

3. When you have come to a group decision, have some members of your group role play your final decision if it is different from the original role playing. Make any refinements in your decision that the new role playing might suggest.

4. List briefly with the whole group working on the wording:

   a. Your group's decision
   b. Mary's reactions (behavior and feelings) to Mr. Bode's actions
   c. The dynamics of the episode. What is the relation of various actions of Mr. Bode to the resultant behavior in Mary?

5. When you have completed this, ask your instructor to come over. He will provide you with further information about Mary.
A-l Mary Ross; Response Category A-l

A. Mr. Bode should try to get Mary into the mixed chorus. The technique he might use, however, could cover a wide range of possibilities and obviously not all of them would be equally good.

B. This would be an excellent beginning for Mr. Bode.

C. Let us presume that Mr. Bode reacted somewhat like this: "I see that you have an interest in music and singing, Mary. You know, we need some more good voices in our mixed chorus. Why don't you come to practice with me tomorrow afternoon after school?"

D. Mary's most probable reaction would be: "I really can't sing very well. I...I... just don't think I could."

E. Discuss each of the following questions and reach a group decision, looking up the pertinent page references for each to help lend evidence to your discussion and decision. List briefly in words of the group.

1. Why did Mary respond this way? (p. 32, par. 1)
2. Do you think Mary really feels she can't sing well enough for the chorus? (p. 16-17)
3. What effect, if any, has Mr. Bode's request had on Mary? (p. 20 par. 2, p. 21)

F. What should Mr. Bode do now? Mary may well have capitulated to Mr. Bode's invitation, but let us say she has not, for the sake of understanding further the dynamics underlying these particular types of incidents. If you were in Mr. Bode's place, how would you reply to Mary's refusal?

1. Try role playing your attitudes and reactions to Mary's, "I couldn't really...." Then discuss and reach a group decision as to how you would then proceed.

2. List briefly your decision as well as the action that this behavior will elicit from Mary and the dynamics of these actions and reactions.

3. When you have reached this point, call your instructor to come over. He will give you further information.
A. Any response other than A-1. Mr. Bode could have had a conference with Mary in which he accepted and understood her, or he might have enlisted the help of a few of her peers and had them sponsor her socially.

B. All of these responses have their good points. Either they fall down in that they don't cater to Mary's need to be a member of the group or they have slim probabilities of working out as planned, as the general dynamics of the situations have been misinterpreted. You may also have strayed from the framework of the class.

C. Discuss and reach a group decision on the following question. Record your answers being sure to have them in the words of your group.

1. What basic needs are in need of satisfaction in Mary? (p. 18-20)
2. What general methods are available for satisfying these needs? (p. 14-15)
3. What effect would the simple fact of Mr. Bode calling in Mary for a friendly conference have on Mary? (p. 19, par. 5)
4. What is the nature of Mary's self-concept at present? (p. 16-17)

D. In light of further information and insight the above questions may have provided, how would you revise your conference with Mary if you had the opportunity? Reach a group decision and briefly record it, along with supporting data for your decision (dynamics of interaction, what occurred, why, with what results).

E. When you have reached this point, call your instructor over for further information.
A. Mr. Bode continues to encourage, and pat Mary on the back, seeing if he can get her to accept his offer, assuring her that she is capable.

B. Mary's most probable reaction, after several minutes of encouragement, would be:

She will probably agree to join the chorus and come to practice the next day, especially if Mr. Bode accompanies her to the auditorium. Her feelings of acceptance and security among adults, especially Mr. Bode, will increase, as he allows her not the slightest perception other than that he accepts her and feels she is worth something. Her level of aspiration probably will not change at this time.

C. Discuss and reach a group decision on each of the following questions, being sure to bolster your discussion with the materials in the references pages. List your answers briefly in the words of the group.

1. Why did Mary agree to come to the chorus after further encouragement? (p. 16, par. 2, p. 20, 21)
2. Do you think Mary's level of aspiration changed when she decided to join the chorus? (p. 29)
3. Which of Mary's needs have been operating thus far in determining her behavior; in what relationship to each other? (p. 18 and following)
4. Why might Mary become interested and motivated in the chorus? (p. 27, par. 4)
5. To what extent will belonging to the mixed chorus help Mary in her feelings of esteem from her peers? (p. 25, par. 4 and following)

D. Mary has been with the chorus for a couple of months now. Mr. Bode continues to compliment and praise her occasionally, as he feels she has a good voice. However, he has noticed that Mary is still rather ill at ease among her peers. It is now later in the year. What can Mr. Bode do within the confines of his program to help Mary to continue to develop her self-confidence?

Mr. Bode again calls Mary in for a conference as he frequently does all of his students. What kind of action could Mr. Bode take in this conference to further help Mary?
E. Have some members of your group role play the new conference situation. Using this as a basis for discussion, reach a group decision as to how you would further aid Mary. Record your decision briefly along with the dynamics of the situation you have envisioned.

F. Call your instructor over for further information.
B-2 Mary Rossi: Response Category B-2

A. Any response that did not further encourage Mary.

B. This is a commonly used response but the question is, what do you do now? Other alternatives might have been attempted.

C. Mary's probable reaction would be to continue the same pattern of behavior, maybe being angry with herself for not accepting Mr. Bode's offer.

D. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of your group.

1. Why did you choose the response you chose?
2. What do you think Mary's level of aspiration in terms of music is at present? What effect would her needs for security and belongingness have on her search for esteem? (p. 19, par. 5)
3. What sorts of needs should the teacher focus on immediately to help Mary?
4. What defenses has Mary built up? Why? (p. 32, par. 1)

E. In light of further information you have gathered, and after a reexamination of the questions in the A-1 response category, how would you act now if again faced with Mary, who, after Mr. Bode asked her to join the chorus, replied, "I'm afraid not....I really can't sing very well."

1. Reach a group decision being sure to consider the dynamics of the interaction between Mr. Bode and Mary. What leads to what and why?

F. When you have reached this point, call your instructor over for further information about Mary.
C-1 Mary Ross: Response Category C-1

A. Any sort of action that will give Mary prestige in her peer group and put her in a small group that will respect her for her skill. This means most probably that if Mr. Bode picked Mary to be a member of the trio, quartet or ensemble, he would meet these conditions. It would also be necessary for him to provide guidance so she would succeed.

B. This is probably the best kind of continuation Mr. Bode could have taken, it has double-barrelled implications.

C. Mary's probable resultant behavior and group status would be as follows: She would not have been expecting such an honor and would feel incapable, but because of her potential, Mr. Bode could help her achieve success. The group would hold her in esteem and she would be working with a small group that shared at least one aspect of her interests, and which had respect for the ability Mary had.

D. Discuss and reach a group decision on each of the following questions. Record briefly in the words of your group these decisions.

1. What was Mary's probable level of aspiration prior to this incident in relation to her capacity? Why? (p. 29 and following, p. 32, par.1)

2. What effect did this episode have on Mary's level of aspiration and why?

3. What was the nature of this episode's effect on Mary's self esteem and esteem from others? (p. 20)

E. Re-evaluate your group decisions relative to Mary from the beginning to the end of the semester. From this evaluation devise a plan of action from the beginning to the end of the semester for Mr. Bode to follow that you feel will be of optimum benefit for Mary, educationally speaking. Write out the plan in outline form.

F. If there is time remaining, relate incidents that have happened to you personally where the teacher has helped you overcome a similar problem. What were the dynamics? What general concepts can you abstract from these episodes?
C-2 Mary Ross: Response Category C-2

A. Arrange some way in which Mary can gain prestige in the group through solo type performance (i.e. sing a solo when the music department gives its February recital.)

B. This is certainly a good thing to do for Mary, but if you were just a bit more astute, you could have accomplished more in the same amount of time.

C. Mary's probable reaction if Mr. Bode had reacted as described above would be: She would be very reluctant to do it as she probably really doesn't feel she is that good, but Mr. Bode's constant encouragement and future guidance should assure success. Mary should thus gain esteem for herself as well as prestige and esteem from others. However, Mary would still most likely lack social contacts and personal relationships.

D. Discuss and reach a group decision on each of the following questions. Record your decisions briefly in the words of the group.

1. How might Mr. Bode have reacted so as to even more markedly increase Mary's social contacts?
2. What was Mary's probable level of aspiration prior to this incident in relationship to her capacity, why? (p. 32, par. 1)
3. What effect did this episode have on her level of aspiration? Why? (p. 12, par. 4, p. 13)
4. What was the nature of this episode's effect on Mary's self-esteem and esteem from others? Why? (p. 20, 25, 26)

E. Re-evaluate your group decisions to this point. Devise a comprehensive plan of action to cover the whole semester that Mr. Schaltz might follow which would be of optimum benefit to Mary, educationally speaking. Write this plan in outline form.

F. If you still have time left as a group, relate episodes from you own experiences which a teacher has dealt with a problem of a similar nature in a way that was of great help to your self-confidence. Discuss what you feel the probable dynamics of these episodes were.
C-3 Mary Ross: Response Category C-3

A. Any response other than those outlined in response C-1 and C-2.

B. Unless you have created devices beyond the framework of the case as stated, your decision probably was not one that would have maximum benefit for Mary.

C. Your response would make it difficult for Mary to gain status among her peers and to gain an increase in self-acceptance. It also would probably not help Mary to make social contacts easily capable of turning into friendships. Though your decisions may involve an aspect of the above, certainly not all of these points would be included.

D. Discuss and reach a group decision on each of the following questions. Record your answers briefly in the words of the group.

1. How does your response aid Mary in any of the above mentioned areas?
2. In what ways might we aid Mary in gaining further status among her peers and self-esteem? (p. 25, par. 4, p. 26, 27)
3. How can we help Mary make successful social contacts?
4. What was the nature of Mary's level of aspiration prior to the above episode? Why? (p. 32, par. 10)

E. With the additional insight provided by the above questions, how would you react if you were Mr. Bode in a somewhat later conference, after seeing that your prior attempt did not have the desired effects?

1. Discuss and reach a group decision as to how you would react.
2. List your decisions as well as the dynamics of the conference or in regard to later effects on Mary.
3. When you have reached this point, call your instructor over for further information.
APPENDIX F
PART I

ATTITUDES CONCERNING TEACHER STUDENT RELATIONSHIPS

The next fifty questions have no right or wrong answers, but are questions on which teachers often disagree. Your answers to these questions will in no way affect your grade.

Answer these items the way you feel about them, not the way you think your instructor thinks about them, or the textbook. Work as rapidly as you can, thinking in terms of general situations rather than of specific ones.

Mark your answers in the space provided on your answer sheet as is indicated below. Remember to answer the way that you feel and to work as rapidly as you can.

If you STRONGLY AGREE, blacken the space under 1.

If you AGREE, blacken the space under 2.

If you are UNDECIDED OR UNCERTAIN, blacken the space under 3.

If you DISAGREE, blacken the space under 4.

If you STRONGLY DISAGREE, blacken the space under 5.
BE SURE TO ANSWER EACH QUESTION

1. Teachers who are liked best probably have a better understanding of their pupils.

2. The composition of the typical class has little effect on the way that you should teach.

3. A good dressing down in front of the class is just what some students need.

4. A teacher can do a fairer job if she isn't aware of the abilities of her individual students.

5. In general it is better to believe an explanation that a student gives you than to doubt it.

6. To maintain good discipline in the classroom, the teacher has to be "hard boiled".

7. The values of punishment outweigh its disadvantages in most cases.

8. The attitudes of the rest of the class have little effect on how much a student will learn.

9. A good teaching method is to read students' work and criticize it with the class.

10. Praise increases learning more effectively than punishment.

11. It isn't practical to base school work upon some children's interests.

12. It is better to be formal with students than to be too friendly with them.

13. It is important for the teacher to show that she accepts the student the way that he is.

14. Teachers often deal with minor misbehaviors too severely.

15. A good discipline method is to list punishments and thus get the pupils afraid to misbehave.

16. The high school teacher rarely has an opportunity to help a student develop self-confidence.
17. Children can learn to continue working when the teacher is out of the room without threats or monitors.

18. A pupil's failure is seldom the fault of the teacher.

19. The teacher shouldn't put a student in a position where he has to achieve way beyond his present level of achievement even when he is quite capable.

20. Punishment in front of the class is more desirable than punishment in private.

21. The child should be made to feel guilty and ashamed of himself when he misbehaves.

22. The individual differences of the students in her classes need be only of minor concern to the teacher.

23. A teacher should never admit that she has made an error because she would be apt to lose the respect of the class.

24. At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.

25. A teacher may be able to do a great deal for some students by placing them in prestigious positions, rather than relying on class elections to fill them.

26. Difficult disciplinary problems are rarely the fault of the teacher.

27. It is more important to know your subject than to know your students.

28. Teachers are often too kind to their students.

29. Discipline in the modern school is not as strict as it should be.

30. Children's wants are just as important as those of an adult.

31. A good motivating device is the critical comparison of a student's work with that of other students.

32. Some sort of punishment is necessary for most misbehaviors.
33. A teacher has no time to concern herself with students' problems, other than academic ones.

34. Pupils having a teacher who is sensitive to their problems in all areas will learn more.

35. Emotional problems have only a slight effect on school work.

36. It is important that the teacher blame someone when infractions of the rules occur.

37. The self-confidence of a student has little effect on how much he will learn.

38. The teacher usually has a better idea of the student's needs than the student.

39. Children can seldom be trusted.

40. Sarcasm and ridicule will often get the student on the ball.

41. Whether or not a student is accepted by his classmates makes little difference in his scholastic achievement.

42. A teacher should always have at least a few failures in her class.

43. The way in which a teacher presents her material is likely to affect a student's self-confidence.

44. The child who stutters should be given the opportunity to recite more often.

45. Success is more motivating than failure.

46. A student needs to respect his teacher in order to learn most effectively.

47. A teacher should not be expected to burden herself with a student's problems.

48. A good way to build respect is to use an "iron hand" discipline method.

49. In dealing with pupils the teacher seldom needs to consider what the pupil's classmates will think.
50. Students who are falling but who continually set high goals are to be commended.

PART II

IN PARTS II AND III THERE IS ONE BEST ANSWER FOR EACH QUESTION. CHOOSE THE BEST ANSWER FOR EACH OF THE QUESTIONS IN PART II AND III, MARKING ONE ANSWER FOR EACH ON YOUR ANSWER SHEET.

51. Jane had been having trouble with French, so she spent many hours studying with a tutor during the summer vacation. When she came back to school in the fall, she got 98% on her first French test. The teacher's best reaction would be:

1. Not to pay any special attention to Jane's work.
2. To praise Jane in front of the class for such a good job.
3. To tell the class that Jane had done so well because she had studied all summer.
4. To praise Jane and put her in charge of a group project.
5. To wait and see if the effect of the summer's work wore off.

52. Pete was a rather quiet boy and had just started into junior high school. He was very nervous and tense about how he would get along in his new school. His English teacher, one of the school's most popular teachers, might best:

1. Assign the class a written paper and read Pete's paper in front of the class and praise it, even though it was only an average paper.
2. Give Pete time and he will find himself.
3. Take Pete aside someday after class and have a talk with him, telling him that most boys and girls felt as he did when starting in a new school.
4. Take an extra effort to be friendly with Pete and quietly encourage him.
53. Becky had a great deal of trouble with stuttering which had no physical basis. When working in her reading group, Becky's fifth grade teacher required her to repeat each word in the passage out loud in front of the group, feeling that this was a good way to help Becky. What would you do?

1. I would let her read silently and answer written questions on the reading.
2. I would make all possible allowances, but I feel that progress in these cases is seldom very great.
3. I would do just as Becky's teacher is doing, as the best way to overcome a problem is to face it squarely and speak in front of a group.
4. I would talk privately with Becky, accepting her limitations, and encouraging her to read in front of the group but not requiring her to do so.
5. I would give Becky no special consideration in class, but would send her to a speech therapist.

54. On the day Billy returned to class after an illness, his teacher asked him to go to the map and point out the capitals of the southern states. He was unable to do this so the teacher ridiculed him making Billy remain in front of the class for some time. Billy's reaction might best be described as:

1. A desire to work very hard so as not to get caught with the wrong answers again.
2. An increased dislike for his teacher and the class.
3. A loss of self-confidence, motivation, interest and a lower aspiration.
4. A feeling of loss of teacher's esteem but not of peer esteem, as well as loss of interest, motivation and aspiration.
5. A loss of interest, aspiration and motivation.

55. Sally wandered into her algebra class one day about ten minutes late, the last of several stragglers who had become so engrossed in the General Motors exhibit visiting their school that they lost track of time.
When the teacher asked Sally where she had been, Sally told her that she had become so interested she had forgotten the time. Sally's teacher's best reaction would be:

1. To reply, "I wish I could believe that," not wishing to lose the respect of the class by accepting such a flimsy excuse.
2. To accept the explanation with a nod and have all those late stay a half-hour after school.
3. Accept Sally's explanation and make some comment to the class about how fascinating the plastic "see through" motors had been to her.
4. To accept the explanation with a warm smile but require Sally and the others to remain after school twenty minutes so as not to lose control of the class.
5. To accept her excuse, but say firmly, "You had a responsibility to be in class on time regardless of the exhibition."

56. Donna entered the first grade full of enthusiasm for school. Throughout the first grade she got good grades but not as good as her popular sister who was in the third grade. The teacher's wisest action would probably be:

1. To make no mention of Donna's sister, treating Donna the same as all the other students.
2. To call Donna's attention to her sister's superior work in an attempt to get Donna to work up to her capacity and equal her sister's achievement.
3. To mention Donna's sister in front of the class saying, "How very proud you must be of your sister, Donna", in an attempt to stimulate Donna.
4. To encourage Donna's talent in music, an area in which her sister does not excel, by having Donna play in front of the class.
5. To talk to Donna's sister, asking her to help Donna out with her social relations and her studies.

57. Walter was a somewhat selfish child of average intelligence doing typical work. He had been out of school, second grade, for two months because of a severe illness. Since his return to school, his teacher has paid slight attention to him expecting him to catch up on his own. One could best predict Walter's behavior to be characterized by:
1. Hard persistent effort which finally will bring him back to the level of the class.
2. Hard effort on the work for a day or so but giving up and becoming a class behavior problem.
3. Not trying to catch up at all but simply losing motivation and interest.
4. Constant misbehavior and lack of interest in school work in general along with loss of aspiration and motivation.

58. Tom kept one geometry workbook at home and one in school. One morning his teacher saw him copying from one workbook into the other and accused him of cheating. He made Tom sit up front beside him for the period and constantly ridiculed Tom. The teacher later found his error and apologized to Tom in private. Tom's most probable reaction would be:

1. To be very upset at the time, but for all effects of the incidents to disappear when the teacher apologized.
2. To make him mad but not to affect his self-confidence in any way, because he knew he was not in the wrong.
3. To cause him to lose esteem for his teacher but little else.
4. To stop trying in class, lower his level of aspiration and to distrust teachers.
5. To feel he has lost esteem from the teacher as well as from his peers which will persist even after the teacher's apology.

59. Judy's father was a successful small business man and her mother was very active in the town's better women's clubs. Judy was very anxious and doing below average work in school. After doing poorly on a test, she would most likely reply to the question, "What will you get on the next test?" with:

1. An expectation way beyond her present score.
2. An expectation way below her present score.
3. An expectation equal to her present score.
4. An expectation slightly above her present score.
5. An expectation slightly below her present score.
60. In Dee's fourth grade, the class corrected each other's spelling papers. Dee's paper was very untidy, as were many other papers in the class, because the children were just learning to write with pens. The girl who corrected Dee's paper reduced her grade thirty percent because of lack of neatness whereas no one else in the class did this. When Dee reports this to the teacher, the teacher could best handle this by:

1. Not changing the grade, saying the responsibility for correcting the papers had been given to the class members.
2. Reprimand the girl that scored Dee's paper and give Dee the grade indicated by her spelling.
3. Telling them that she had not been quite definite enough about saying what to grade on, going on to get the class to agree on scoring standards.
4. Talking to the girls together explaining how everyone should be graded on the same basis and changing Dee's grade.
5. Telling Dee not to worry as the test didn't count much and sending her back to her seat.

61. Ellen, an attractive, pleasant girl, was on the outer fringe of the group in her tenth grade class. The teacher, realizing Ellen's avid desire to be a part of the group could expect the best results from which of the following courses of action?

1. Encourage Ellen to work hard and try out for cheer leaders, seeing that the teacher in charge of the cheerleaders chose Ellen for the team.
2. Praise Ellen in front of the class for her themes.
3. Have a private conference with Ellen and try to help her understand she is as good as anyone else and should thus have self-respect.
4. Talk to a few of the popular girls in the class and persuade them to sponsor Ellen socially.
5. Constantly encourage Ellen in all that she does, paying considerable attention to her.
62. Bob, a husky student, was very dubious about his writing ability and seldom put much effort into school because of his feeling of not having much capacity. Bob, in his senior year, scheduled a course in journalism because he felt it would be easy. This class was responsible for writing and publishing the school's newspaper. The teacher, realizing that Bob writes exceptionally well, would have the greatest chance of optimum benefit to Bob if she:

1. Gave him small writing assignments for the paper frequently.
2. Gave him small responsibilities for reporting sports events and gradually gave him greater responsibility and more important assignments.
3. Gave his written work special attention, and encouraged and praised his efforts.
4. Appointed him sports editor of the school paper, and provided good guidance.
5. Had a conference with Bob and told him how much ability and potentiality he had, while at the same time encouraging him to write.

63. All of Roy's friends were on varsity athletic teams, but Roy had tried out for both football and basketball and failed to make either team. In gym class, one day while the group was running relays, the track coach impressed came over and talked over the possibilities of Roy's coming out for track. Roy's most likely resultant behavior would be:

1. To decline the offer, being afraid he would fail to do well again and lose even more status with his peers.
2. To accept the offer with some misgivings but to go out and practice very hard.
3. To jump at the opportunity to go out for the track team, but not to work too hard when he comes out.
4. To decline because track wouldn't give him the prestige that making the football or basketball team would have given him.
5. To wait and see how his friends would react to the idea.
64. When Johnny was in the sixth grade, he was very insecure about his artistic ability. He brought his latest work up to the teacher who felt it was quite good and creative. The optimum reaction on her part would probably be:

1. To praise Johnny highly for his painting, encouraging him to paint another picture.
2. To tell Johnny she was very busy and ask him to stop in after class at which time she would praise and compliment him in private.
3. Compliment Johnny and then when he was out of the room, pay him more compliments in front of the class, showing them his painting.
4. To praise Johnny and then hang his picture in the place of honor, mentioning to the class what a fine painting it was.
5. To praise Johnny and then point out some aspects of the picture that might be improved, encouraging him to return to his seat and do even better.

65. Ronald was very insecure in the fifth grade when his teacher sent home a note encouraging his parents to come in for a conference because Ronald, a child of average ability, was doing failing work. Ronald's father came with Ronald and told the teacher he didn't know what he was going to do with Ronald as nothing he did at home or in school ever seemed to be right. The teacher's best response would most likely be:

1. To agree with the boy's father, but to continue saying that she felt if he worked hard he could do much better.
2. To disagree with Ronald's father, explaining that part of the difficulty seemed to be the result of the parents' negative attitude.
3. To agree that Ronald was just not coming along and that the best solution would be to retain him in the same grade for another year, so he wouldn't miss out on the fundamentals.
4. To listen to the father, then go over the weaknesses of Ronald and discuss ways in which each of them might be overcome.
5. To hear the father out and then begin to mention all of the good qualities she had found in Ronald, saying that they ought to be capitalized upon.
66. Linda became involved in numerous senior activities. The school allowed Linda and other seniors so involved to devote their study time as they saw fit with very little interference or surveillance from the teachers. The behavior of Linda and the other seniors in this situation would most likely be:

1. They would react well in the situation, doing the necessary work but with little effect on their self-esteem on self-confidence.
2. They would react well in the situation, doing the necessary work and at the same time gain considerably in self-esteem.
3. They would spend the time having fun, accomplishing little of the necessary planning.
4. They would resist the temptation to fool around for a few weeks, or so, but eventually would spend the time gossiping and very little work would be done.

67. Lois had spent most of her time in tenth grade typing class fooling around. When she got to eleventh grade typing, she found herself considerably behind the group. This bothered Lois and she became quite nervous and tense about it. Which of the following would be the teacher's best course of action?

1. To point out to Lois that the result of her behavior in tenth grade was now obvious, going on to give her special help so she could catch up with the others.
2. Not to mention Lois' tenth grade performance but to give her special help and encouragement.
3. To be as fair with Lois as the rest of the class, treating her no differently than the others.
4. To call Lois into her office and discuss Lois' past behavior and desire to do better now.
5. To praise Lois' work in front of the class.

68. Joan was found to be in need of glasses when she was in the fifth grade. She brought them to school for several days but left them on her desk, too self-conscious to wear them. Of the following, which would be the most helpful reaction on the part of the teacher when she discovered this?
1. Call Joan up to her desk and talk to her about how many people wear glasses, and also how her eyes won't hurt any more if she wears the glasses.
2. To tell the class a story about a man and how his glasses saved his life.
3. To walk by Joan's desk and say, "Why, Joan, why aren't you wearing your lovely new glasses?"
4. To tell Joan to take her glasses home, that she didn't have to wear them until she wanted to.
5. To stop by Joan's desk and talk quietly to her, complimenting her on her lovely new glasses.

69. Norm is a very interested member of a class of superior students taking a special English course during their senior year in high school. His grades are below the average for this class, although they are far above the average for the regular classes. Norm's most likely reaction to this would be:

1. To feel that he had failed and thus lose some of his self-confidence.
2. To be determined to work harder but because his work was so far above most of those in school, he would not lose any self-confidence.
3. To have a feeling of success because of the fact that he was still way above his regular classmates.
4. To feel a little bothered about his grades but not to think much about them or let them affect him.
5. The very fact that he was chosen for the class regardless of his grades in it, would continue to give him self-confidence.

70. In the fourth grade, each member of the class was given a passage they would have to recite in two weeks. Russ was given the Gettysburg address. Although it looked endless, he tackled it vigorously. Three days later, he announced to the teacher that he was ready to recite. The teacher praised Russ for his initiative and with this praise ringing in his ears, he rose to recite, only to have forgotten the words. The teacher berated Russ in front of the class. His reaction would be:

1. Tremendous embarrassment, but no loss of esteem as he had attempted to recite so many days prior to the others.
2. Withdrawal, feeling a loss of self-esteem and esteem from others, forcing a change in his self-concept.
3. Withdrawal, feeling his security to be threatened, as well as the loss of self and other esteem, all bringing him to change his self-concept.
4. Withdrawal and humiliation that will last for a while but soon will disappear with the praise accorded him to trying so soon.

PART III

71. There are many ways in which we can motivate students; which of the following is the best educationally speaking?

1. Attempting to involve the student's basic needs.
2. The use of rewards as grades and prizes.
3. To threaten the student with the loss of prestige.
4. To develop the subject content so that it will satisfy the needs of the students.
5. The use of competitive methods.

72. The dichotomy that accounts for most incidents affecting self-confidence is:

1. Understanding vs. lack of understanding
2. Help with problems vs. no help with problems.
3. Acceptance vs. rejection of the student
4. Understanding and acceptance vs. lack of understanding and rejection.
5. Praise vs. punishment of the student.

73. We usually think of the elementary school as focusing on the overall development of the child. Which of the following is found when examining episodes affecting self-confidence, written by college students, that occurred while they were in elementary school?

1. Incidents developing confidence outnumber those destroying confidence.
2. Incidents both developing and destroying self-confidence are more frequent than in the later years.
3. Incidents destroying self-confidence seldom occur at that time.
4. Incidents destroying self-confidence occur much more frequently than those developing self-confidence.
5. Incidents both developing and destroying self-confidence occur in about equal number.

74. The episodes that had the greatest effect on developing self-confidence as related by college students occurred:

1. Before those destroying confidence, usually in junior high school.
2. After those destroying confidence, usually in late grade school or junior high school.
3. Before those destroying confidence, usually in grade school.
4. About the same time as those destroying confidence, usually in junior high school.
5. After those destroying confidence, usually in senior high school.

75. The best general description of the nature of a school age person's personality is that:

1. It is dynamic.
2. It is static.
3. It is not likely to change.
4. It is nebulous and ill-defined.
5. It is extremely easy to change.

76. The need for esteem as described by Maslow is more basic than the need for ________________, but less basic than the need for ________________.

1. Love: Food
2. Safety: Belongingness
3. Approval: Self-realization
4. Self-Realization: Love
5. Food: Love

77. Self-confidence can most specifically be described as:

1. A faith in one's worth, abilities and actions
2. An abstract concept.
3. A state of mind.
4. Being relative to the situation one is in.
5. As something that is for the most part indescribable.
78. Which of the following is the least important aspect of a person's feelings of esteem or worth?

1. Esteem given by peers
2. Esteem given by authorities or adults
3. A person's perception of how others regard him
4. The feelings of regard a person has for others
5. The sense of belonging an individual has

79. In elementary school the following difference is found between boys and girls

1. Girls are punished more and receive poorer grades than boys.
2. Girls are punished less and receive poorer grades than boys.
3. Boys are punished more and receive poorer grades than girls.
4. Boys are punished more and receive better grades than girls.
5. Boys are punished less and receive better grades than girls.

80. Persons with a backlog of success are apt to set their expectations on the next similar test _______. In contrast, those with a backlog of failure are apt to set their expectations for the next test _______.

1. At the same level as before; way above the previous level.
2. Slightly above previous level; way above previous level.
3. Slightly below previous level; way above previous level.
4. Slightly above the previous level; way below the previous level.
5. Way above the previous level; either well above the previous level or well below the previous level.

81. The basic needs seem to operate:

1. All at approximately the same time.
2. In such a way that when a lower need is satisfied, a person will desire to satisfy a less basic need.
3. In a pattern of appearance determined by age.
4. Such that whatever situation a person is in determines what need will predominate.
5. Mutually exclusive of each other.

82. Persons who rate themselves high on a test of self-acceptance are usually:

1. No more popular in their class than those who rate themselves low on self-acceptance.
2. More popular with their classmates than those who rate themselves low on self-acceptance.
3. Less popular with their classmates than those who rate themselves low on self-acceptance.
4. Indeterminately more, less or as popular as those rating low on a test of self-acceptance.

83. The person who will be able to go without need satisfaction the longest, for instance, go hungry when food is available, is:

1. The person who has never had quite enough to eat.
2. The person who has always had plenty to eat.
3. Neither, both will be able to continue for about the same period of time.
4. The person who is fat.
5. We are unable to predict the outcome.

84. A person's self-concept can best be described as:

1. His physical and psychological self.
2. All of his perceptions.
3. Those perceptions of self most influential in determining behavior.
4. All perceptions that the person feels belong to self as adverse to those belonging to the non-self.
5. What a person thinks of himself.

85. The nature of the group's level of achievement:

1. Has little effect on whether or not an individual will view his achievement as a success or failure.
2. Has considerable effect on whether or not an individual will view his achievement as a success or failure.
3. Is the major determinant of whether or not an individual will view his achievement as a success or failure.
4. Is not too important in understanding an individual's achievement.
5. Has many important implications, but is not directly related to an individual's feelings of success or failure.

86. The most frequent behavior of teachers that leads to the development of a student's self-confidence is:

1. The showing of personal interest.
2. The giving of prestigious and responsible positions to the student.
3. The use of praise.
4. The helping of students with their problems.
5. The use of strict but fair discipline.

87. The most frequent behavior of teachers that leads to the undermining or destruction of self-confidence is:

1. The use of poor general teaching methods with the whole class.
2. The use of non-constructive criticism.
3. The false accusation of students for misdemeanors.
4. The insensitivity of the teacher to the students problems.
5. Being unfair or unethical with the student.

88. Incidents both developing and undermining self-confidence seem to have which of the following things in common most frequently?

1. They occur in front of the person's classmates.
2. The teacher in both cases is highly respected by the student.
3. The students usually either lacked or had a great deal of self-confidence prior to the episode.
4. They evolved around the student's problems.
5. The teacher was trying to help the student.
89. In episodes undermining self-confidence in which teachers have mishandled students' problems, which of the following is the most frequent occurrence?

1. The teacher makes fun of the student's problems.
2. The student rebels against the teacher.
3. The student is not aware of the problem.
4. The teacher forces the student into the common mold in spite of being aware of the problem.
5. The teacher isn't aware of the student's problem.

90. Which of the following statements is not characteristic of episodes developing self-confidence, in which the teacher placed students in prestigious and responsible positions beyond what the student felt he could achieve?

1. The teacher had carefully assessed the student's potentialities.
2. The student had not expected to be given the prestigious position.
3. The student had more than average self-confidence to begin with.
4. This position was far beyond the student's prior level of aspiration.
5. The teacher helped in such a way as to assure the student's success.
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